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WEST VIRGINIA

TEACHERS' HAND BOOK

1921-1922

AMERICA

Samuel Francis Smith

My country, 'tis of thee,
Sweet land of liberty,
Of thee I sing;
Land where my fathers died,
Land of the Pilgrims' pride,
From ev'ry mountainside
Let freedom ring.

My native country, thee,
Land of the noble free,
Thy name I love:
I love thy rocks and rills,
Thy woods and templed hills;
My heart with rapture thrills
Like that above.

Let music swell the breeze,
And ring thro' all the trees
Sweet freedom's song;
Let mortal tongues awake;
Let all that breathe partake;
Let rocks their silence break,
The sound prolong.

Our fathers' God, to Thee,
Author of liberty,
To Thee we sing;
Long may our land be bright
With freedom's holy light;
Protect us by Thy might,
Great God, our King.

WEST VIRGINIA

Teachers' Hand Book

Containing Suggestions, Rulings, Information, and Material for Use of the Teachers of West Virginia

1921

Prepared Under the Direction of

GEORGE M. FORD,

State Superintendent of Schools

LB 801
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1921

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Capitol Building, Charleston

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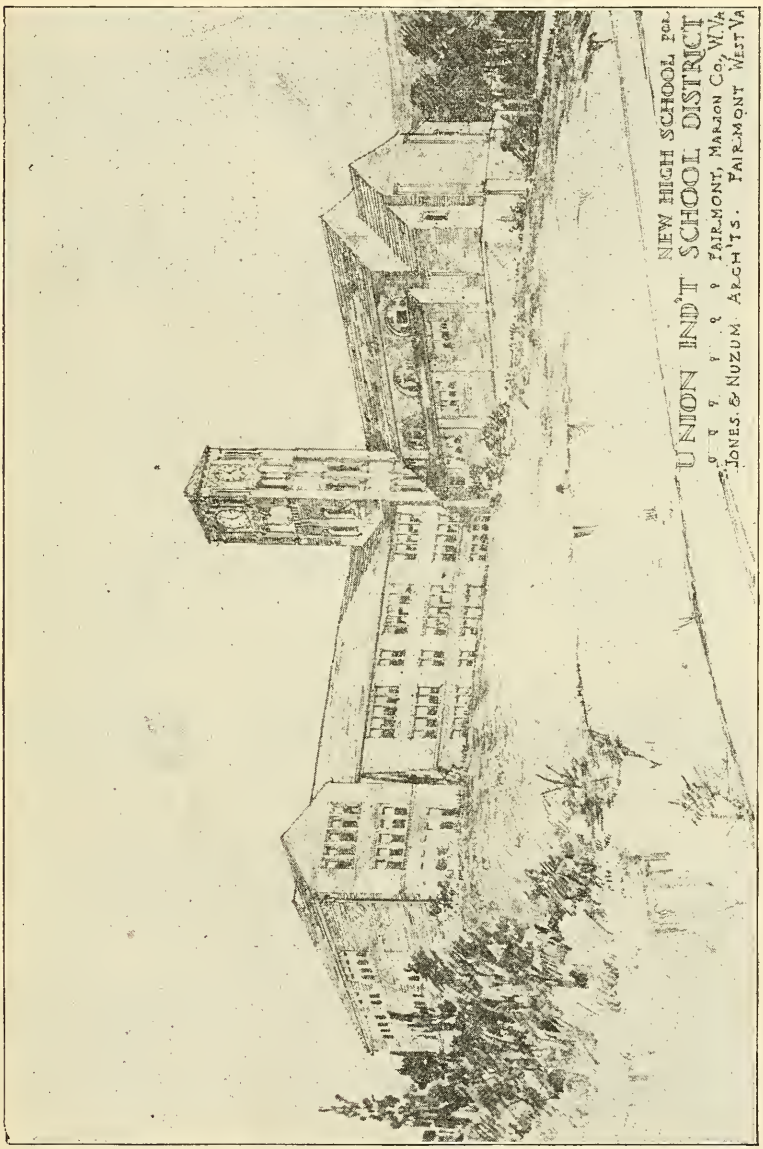

Our Slogan—"A standard four-year high school within convenient reach of every boy and girl in West Virginia."

RECORDS, REPORTS AND PUBLICATIONS

Before School Opens

1. File contract, certificates and institute attendance with secretary of board.
2. Get all supplies that are prepared for records and reports from the secretary or county superintendent. The following forms for teachers have been sent to the county superintendents to be forwarded by them to the secretaries of the Boards of Education:

Form No. 1. Teacher's Daily Register and Monthly Grade Record.
Form No. 2. Teacher's Permanent Register.
Form No. 3. Teacher's Monthly Report to Board of Education.
Form No. 3-A. Teacher's Monthly Report to Superintendent.
Form No. 4-A. Principal's Term Report.
Form No. 5. Teacher's Report of Enumeration.
Form No. 11. Teacher's Contract.
Form No. 26. Pupil's Monthly Report Cards.
Form No. 27. Transfer of Pupils.
Form No. 29-A. Medical Inspector's Record—Inspection Card.
Form No. 29-B. Medical Inspector's Notice to Parent or Guardian and Physician's Report.
Form No. 29-C. Medical Inspector's Admission Card.
Form No. 30. Application Blank for Coupon of Credit.

3. Ask the secretary for the teacher's daily register and monthly grade record (combined 1921) of last year also a copy of the enumeration.

Keeping Records

One of the most important duties of the teacher is to make complete, accurate records and **have them ready on time** Definite instructions for making out reports will be found on each form. These instructions should be carefully read before items are entered.

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First District.....BENJAMIN L. ROSENBLOOM
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MORNING EXERCISES

"The morning exercise is a common meeting ground; it is the family altar of the school to which each brings his offerings—the fruits of his observations and studies, or the music, literature, and art that delight him; a place where all co-operate for the pleasure and well-being of the whole; where all contribute to and share the intellectual and spiritual life of the whole; where all bring their best and choicest experiences in the most effective form at their command."

The period given to the opening exercises may be made the most important period of the day. The pupils, whether they be in a one-room rural school or a larger town school, need a more receptive attitude toward the work before them. A short time given to interesting, uplifting exercises will do much to control and lead the restless children, encourage the downhearted ones, inspire the indifferent, and give to teachers and pupils alike higher ideals for effective work and right living.

A part of the time given to opening exercises should be of a devotional nature —consisting of the reading of short selections from the Bible, without comment— and of prayer and singing. Very careful plans must be made for the devotional

exercises if they are to function as they should. Too often the selection of song and Bible reading is made after the pupils are in their seats. A message that is truly inspiring is usually the result of considerable time spent in preparation. The thoughtful teacher will plan her opening exercises as carefully as any other part of her regular school work.

The opening exercises, conducted as they should be, may be a source of inspiration and a means of training for moral and social behavior, for patriotism, for health, for vocational usefulness, for the right use of leisure—in other words, for useful, patriotic citizenship.

There is an abundance of material on every hand that can be used in morning exercises. Following are a few suggestions that may be of help:

No. 1

Song.....America
Responsive Reading.....Teacher and Pupils
Lord's Prayer in concert.
Hymn.....Come, Thou Almighty King

No. 2

Hymn.....He Leadeth Me
Scripture Reading and Prayer.....By Minister
Song.....Battle Hymn of the Republic
Recitation.....By a Pupil

Variations may be made from time to time in order to keep up interest in the opening exercises.

The teacher may tell a story; use phonograph, if available; a paper on local history may be read by a pupil; quotations may be given by all pupils; ministers, professional and business men, officials of women and men's clubs and organizations may be invited.

PARENT-TEACHERS' ASSOCIATIONS

In many of the towns and cities of West Virginia parent-teachers' associations have been organized and are doing much to bring about closer co-operation between parents and teachers in promoting school improvement in their communities. In many instances superintendents and principals have been able without opposition to inaugurate and carry out programs of improvement, that without the aid of such an organization, would have been very difficult if not wholly impossible. A superintendent writing to the State Department of Schools three or four years ago said: "When I came here I found that a new high school building was urgently needed. I placed the matter before our parent-teachers' association and in a little more than a year a bond issue was authorized and our high school building was under construction." Another superintendent said: "The time came when there was evident need for instruction in commercial subjects and home economics in our high school. I asked our parent-teachers' association to investigate the work being done in other communities in these subjects. A committee was appointed and the investigation was made with the

result that the association by a unanimous vote requested the board of education to purchase equipment and employ teachers for these subjects. This recommendation was carried out by the board the following year. All I had to do was to start the movement; the association did the rest."

Now that scientific tests are being employed to some extent successfully in measuring the results of school instruction and in determining the special educational needs of groups of school children, parents should be kept well informed as to the conditions that these tests reveal. The parent-teachers' association affords an excellent means of placing such information before them and of securing community co-operation in making such changes in school organization and instruction as are found to be advisable. A school survey was made in a West Virginia town some time ago through which it was found that about seventy-five percent of the children in the grades were retarded; that is, they were not as far advanced in school as normal children of their ages ought to be. A meeting of the citizens of the town was called and this condition was laid before them and its probable causes were explained. These people are now united in a movement to eliminate this condition as soon as possible and to prevent its recurrence in the future.

It is to be regretted that parent-teachers' associations have not been organized in rural communities in West Virginia as well as in towns and cities. Very few such organizations have been formed in the country. The parent-teachers' association can be of as great assistance in promoting school betterment in the country as in the city. In fact it is needed even more in the country than in the city for the reason that the average country school is an isolated, one-teacher unit and as a rule is less closely supervised than the city school. An active, well-directed parent-teachers' association in every sub-district could be the means of making many of our country schools much better than they are.

The success of a parent-teachers' association depends largely upon the care and judgment with which the programs are prepared. Meetings should not be held too frequently. They should be regarded as interesting and important events in the life of the community and should not be allowed to become too common. One meeting a month is enough. But the program for each monthly meeting should have a definite aim and should be preceded by very careful preparation. The teacher should not appear too frequently upon the program; neither should very talkative persons in the community be allowed to talk the association to death.

Sometimes a speaker should be brought in from the outside to talk on some subject upon which he is well informed. Such a speaker should be given to understand beforehand that he is expected to have a definite message and to make it pointed and suggestive. Other programs may consist of brief talks by members of the association on some subject agreed upon beforehand. Occasional programs may consist of a round-table discussion of subjects that have to do with the educational welfare of the community. These programs should be carefully prepared, and the chairman should keep them well in hand. All of the programs should be planned by a program committee.

The following are type programs suitable for parent-teachers' association meetings:

Type Program No. 1

1. Singing.
2. Invocation.
3. Special music (solo, duet, quartet or chorus).
4. Address by Professor ————————, of West Virginia University. Subject, "The Advantages of Consolidated Schools." (Illustrated with lantern slides.)
5. Singing.
6. Business session—Adjournment.

Type Program No. 2

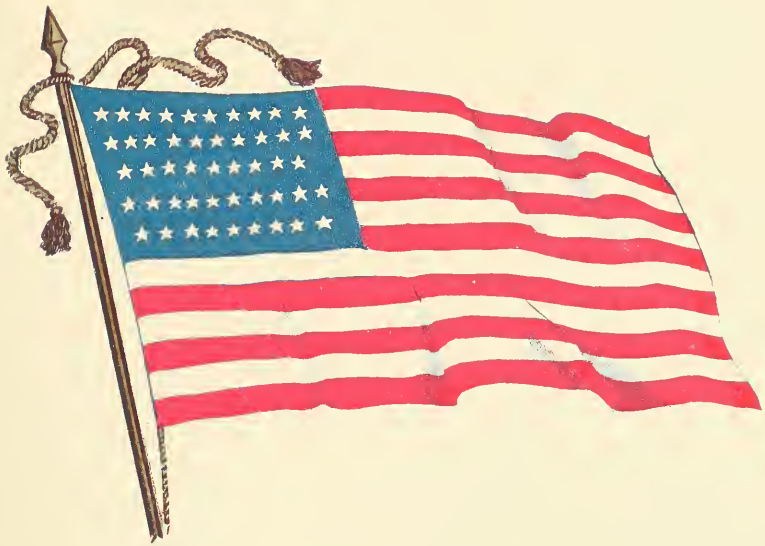
1. Singing.
2. Invocation.
3. Special Music.
4. General Subject, "The Rural School and Its Equipment."
   Ten-minute talk by ————————. Subject, "Is it worth while to have an attractive school building?"
   Ten-minute talk by————————. Subject, "Why our board of education should build a teacher's home."
   Ten-minute talk by ————————. Subject, "The school grounds and outbuildings."
   Ten-minute talk by ————————. Subject, "The rural school library."
   Twenty minutes for general discussion.

Type Program No. 3

The program committee has made a list of subjects that members of the association desire to discuss. Subjects that are of no importance and subjects that are likely to cause disagreeable arguments having been excluded. These are taken up one at a time for brief general discussion. The chairman may find it necessary to limit the speakers and to prevent a few persons from doing most of the talking. He may also find it necessary to call on persons who hesitate to speak voluntarily, in order to bring about a general discussion of the subject in hand.

Arrangements should be made in this program for the invocation, music, and the brief business session, as usual.

As has been suggested, there should be a program committee. It will happen in many communities that the chief responsibility for planning the programs will fall upon the teacher. It will frequently be necessary also for the teacher to furnish information to persons who are to take part in the programs. These duties will often require much time. They will be found worth while, however, as they will give the teacher an opportunity to shape educational sentiment in the community without seeming to do so. She will thus be able, if skillful, to exercise educational leadership without arousing the opposition that teachers sometimes encounter when they attempt to lead in more direct ways.



FLAG SALUTE.

I pledge allegiance to my Flag, and to the Republic for which it stands, one nation, indivisible, with liberty and justice for all.

THE AMERICAN'S CREED.

I believe in the United States of America as a government of the people, by the people, and for the people, whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign Nation of many sovereign states, a perfect Union, one and inseparable, established upon those principals of freedom, equality justice and humanity for which American patriots sacrificed their lives and fortunes. I therefore believe it is my duty to my country to love it, to support its constitution, to obey its laws, to respect its flag, and to defend it against all enemies.

WEST VIRGINIA SCHOOL CREED.

To be loyal to West Virginia and to the United States; to learn and perform intelligently my duties as a citizen and to support the American Ideals and customs; to hold patriotism above any individual, social class or party; to oppose revolutionary movements such as Bolshevism, Anarchism, I. W. W. ism and other activities detrimental to the laws and the Constitution of the United States; to play hard, study hard, work hard. This shall be my creed on the footpath leading to the highway of good dependable citizenship.

SCHOOL RALLIES

The Importance of Public Sentiment. The chief object of the school rally is to create public sentiment for some educational project. This country is ruled by public opinion. If we pass a law, it is no stronger than the public sentiment behind it. Even if we secure a school or some improvement in the school without the consent of the persons to be served the result will be, at most, a partial failure. In any worthy school undertaking, it is important that the whole community be thoroughly informed and aroused on the question, so as to insure the success of the movement and the usefulness of the results.

Have a Definite Purpose. Do not have a school rally unless some objective is clearly in mind. The purpose may be to secure a favorable vote for a new high school, or a new school building, or to secure action for a junior high school, a consolidated school, a standard one-room school, improvements in grounds and equipment, the employment of a community worker, the purchase of a library, or the carrying out of a large program of educational activity proposed by the county or State school authorities. On the other hand, a rally may be needed in the interests of better health and sanitation, or thrift or some other object to be sought under the leadership of some proper agency. The main point being stressed in this paragraph is the importance of choosing a definite object for the rally and making the program around that objective.

Advertising. Our school people are accused of being very poor advertisers. Oftentimes a fine program is arranged or a speaker secured at considerable expense, all to little purpose, because the people are not informed and aroused. Why not try some or all of the following:

Give early notices to newspapers and follow that up with interesting notes about special features of the Rally.

Have the pupils, as a writing exercise, send a letter of invitation to each person in the community.

It may be possible to have a local printer furnish posters or hand bills at little or no expense.

As a drawing exercise, the pupils may make their own posters or notices and place them on trees and posts throughout the community.

The children should be urged to tell their parents all about the Rally and a special committee should be assigned to see persons who do not have children in school.

A notice of the meetings should be put up at the post office, stores, and other places, where people congregate.

Courteously request all ministers to announce the Rallies at the churches.

Special Suggestions. Inasmuch as school rallies will vary in their nature according to the objects to be accomplished, and conditions in the school and community, it will be useless to give in this connection any set programs or rules. The suggestions below may help teachers and committees who are responsible for such rallies:

Begin on time. As soon as it is determined to have a rally, persons in charge should begin quietly to make all important plans before the school and community are disturbed. A rally planned hurriedly may do damage to the school and prove a half failure.

Have special features. Teachers should not be content to have the usual opening song and "The Address of the Evening." Why not advertise that

some old time fiddler will play, "Ye Ole Tunes," or that two of the boys will have a wrestling match, or that an orchestra will play, or that a debate will be staged. Surely, some special talent can be found to add special features to the program and to bring out the crowd, so that the main information or arguments can be given to the whole community.

Have an ironclad rule against long speeches, and enforce that rule. Many programs are ruined by some "long-winded" speaker who spends an hour or two in saying what ought to be said in ten minutes.

The teacher or someone fully acquainted with the situation may add much to the program by blackboard talk—putting in large figures main facts relating to the object of the campaign.

Distribute material. In many cases, good material from State or National department can be secured to distribute during or at the close of the program. For example, if the subject of standard schools or consolidation, or high schools, or illiteracy, bulletins on these subjects may be secured from the State Department of Education.

Parades. A parade is always effective if it is well arranged. The pupils headed by an improvised band, or by drummer, and a flag bearer, will attract much attention by marching through the village. Large, neat banners or placards with appropriate inscriptions should be made and carried by the students. If the parade is made before the rally it will help in securing attendance.

SOCIAL CENTER

We have heard much lately of the "social center" in rural districts especially since the growth of consolidation. The idea means a unifying, co-ordinating and organizing of the different interests of the community into a harmonious group for the common good.

There must be a leader in order that the idea may be promoted and encouraged and without neglect to the teaching of the pupils in the school, the teacher should aim to bring about this unification. It requires a person of rare tact and diplomacy to bring a community together and keep it united. The ministers of the community should be of great assistance in the work.

The following community activities are suggested:

Literary Society. The enlistment of the proper persons in this work will benefit not only the adults but the children of the community. In connection with this work an occasional debate should be held on some important current topic.

Spelling Contest. The old-fashioned spelling match never fails to arouse the interest of any community, especially if the losing side must entertain the winners.

School Program. An occasional program at the school to which are invited all the parents and patrons will always create interest and will never fail to be of some benefit to the school. Several prominent citizens may be included in the program, to be called on at the end of the pupils' program.

Lecture Course. It is possible in larger schools or in consolidated schools to have a lecture course extending through the winter months. Speakers from any of the institutions or the State department of education may likely be secured. Small musical attractions might also be procured.

Community Singing. Even if the teacher has no musical ability it is often that the teacher may enlist the services of some local musician and arrange for a community singing meeting. The effect of song is far reaching and stimulating.

Picture Exhibits. A moving picture or lantern slides may sometimes be procured and if the right kind, affords much entertainment and instruction to the rural community.

Exhibits. Do not fail to give exhibits of the work done by the pupils of your school. If you have Home Economics and Manual Training show what your children have done and stimulate interest in all phases of school work.

The teacher should aim to enlist all factions in the support and well being of the school and there should be fostered a community pride in the school which makes it better than all the other schools of the county or state.

PHYSICAL EDUCATION

As much attention should be paid to the physical as to the mental development of the child. Physical Education should occupy as important place in the school curriculum as any other one subject. The state slogan "Physical Training for All" must become a reality.

A booklet on Physical Education is published by the State department of education and copies will be gladly furnished on application. Physical training can be taught in every school and after the instructions given in the county institutes with this publication any teacher should be able to qualify as an instructor in this work.

LIBRARY DAY

One day in the school term should be set aside as Library Day. Whether this day is designated by the State department or not is of little matter. Each teacher can conduct her own program and can observe any day for the betterment of the school library.

A good program for this day is given in the "Library Book" published by the State Department of Education and it is recommended that the teacher consult this suggestive program or arrange one of her own to properly observe at least one day in the year.

DISTRICT INSTITUTES

The District Institute is the one group wherein the individual teacher finds his opportunity to extend his influence to the remaining members of the group and it usually comes at a time in the school year that makes the telling of his experience of most value. For this reason, if for no other, this type of institute should be made the most sought after teachers' meeting of the entire year.

Much of the value of this institute will depend upon the one chosen to lead in the conference. Emphasis should then be placed upon the selection of this individual. Value will depend upon the program that is made. Often it is better to make your program center about some theme or some problem peculiar to the district. It may be that the theme will be the piece of new work the county superintendent and his teachers are putting on this year which is to make the county distinctive. Around whatever theme the program centers, the main

point at issue will always be the individual child which is the nucleus of the community and the district.

Attendance upon the district institute should not be made compulsory—there should not be need for compulsion. The life of the teacher ought to depend upon his activity in these meetings. That is his school life. It is the place where he is to get refreshing notions and to give them that they may help others as well as himself solve the great problem of teaching boys and girls how to be boys and girls. Let this be a year in which there will be an 100% attendance upon the district institute!

The State Department of Education, the faculties of the Normal Schools, the teachers in the Training Schools, and all other persons upon whom the State is relying for help in her great problem of building up a high type of patriotic, Christian manhood should be called upon to aid in this work. The superintendents are invited to seek this aid with the assurance that the invitation will receive a ready response.

One feature of any district institute that is worth while is a demonstration of some class exercise either in a new way or in an old way done better than ever before. A reading teaching exercise would be of untold value to the new teacher. A lesson in geography or history that is done in a better way than someone has seen it done may be the one step necessary to help the untried teacher put the message across to some class that has been a problem unsolved.

A Few Suggestive Topics

1. The Standard One-Teacher School.
2. Higher qualifications for school officials.
3. Higher entrance qualifications into the teaching profession.
4. Reading, Writing, Spelling and Arithmetic.
5. The State, the unit.
6. New Legislation.
7. Extension and Correspondence classes.
8. The Summer School—its value.
9. School Sanitation.
10. Music and Play.
11. The Towner-Sterling Bill.
12. The Teacher in the Community.
13. Coupons of Credit.
14. School Attendance.
15. The Pupils' Reading Circle.
16. The Teachers' Reading Circle.
17. A Union meeting of all schools at closing time.

With this list of suggestive topics around which to build the program, with prompt attendance by each teacher, with a participation by the teachers in the program, with a presiding officer who knows how to keep things going, with a hearty co-operation of all in the conference there ought to be untold value in the district institutes in the year 1921-1922. This all to the end that the school year may be a profitable one and that the Rural Schools may reach a higher place in the hearts of those interested in the boys and girls of the country homes.

Arbor Day. The giving of a program in the schools of West Virginia on special days such as Arbor Day simply for the purpose of putting on a performance is of little value and should not be tolerated. If the development of the program has not been a real teaching exercise in which the special day exercise is the expression, the time of both pupil and teacher is wasted.

The development of a program for Arbor Day should have for its purpose the teaching of the beauty and economical value of trees as related to the life of the individual and the State. This idea of such a program involves a period of preparation for the day covering several weeks or lesson periods in which such phases of tree study as the following: The planting of a tree; the life history of the trees in the neighborhood; the condition of forestry within the State, the place of trees in beautifying the home site; the selection of fruit trees for the home orchard; insects and tree diseases—how to prevent and cure; identification of the trees in the community; forest preserves within West Virginia; the relation of the variety of trees to types of soils; forests in flood prevention; pruning the tree; forest fires—their cause, economic loss, prevention; our dependence upon trees. These and other topics will come to the teacher and school in the development of the program.

Unless the program centers about one or more of these indicated suggestions or those that arise in the mind of the teacher, let it be repeated that the special exercise is in many respects a failure.

Correlation of arithmetic, elementary science, geography, agriculture, literature, composition and wood-craft will be exercised in the preparation and carrying out of the program when it follows the suggestions given here.

With this in mind it need not be said that an Arbor Day without the planting of a tree as part of the program is not an Arbor Day at all.

Your program and the kind of tree you plant will depend upon the date set for Arbor Day and the locality of the school. Of course the recitations and other literary parts of the program may be made as varied as you please. The selections to be recited may all be chosen from one author or you may make a selection from various authors. If taken from one author the opportunity is given to make quite a study of the author selected on the other hand, selections from various authors afford an opportunity to make your program more attractive. In no program should the local tree problems be omitted. The program for an apple orchard community will specialize on the planting and growing of an apple orchard while a lumbering section will devote much or most of the programs to the growing of trees for lumber.

Subjects for Essays:

Noted American Trees
The Charter Oak
The Washington Elm at Berkeley Springs
Johnny Appleseed
History of Arbor Day
My Favorite Tree
Legends about Trees
Camping in the Forest
The Chestnut Blight
Spraying for Insects
Trees and Birds
John Burroughs

Luther Burbank
West Virginia Apples
West Virginia Lumber
Trees and Papermaking
Fire Prevention in the Forests
Maple Sugar

A Program for a Spring Arbor Day

Prayer

Song.....West Virginia Hills

Reading of Message from State Superintendent of Schools

Scripture Selections about Trees

Essay.....Origin of Arbor Day

Recitation—The Tree.....by Henry Abbey

Recitation—The Groves were God's First Temples.....by Bryant

Quotations by pupils on Trees

A Address by some citizen on Protection for Trees or some other theme

Recitation—The Oak.....George Hill

Composition.....A Maple Sugar Camp

Recitation..... Hiawatha's Canoe

Quotations from Longfellow

Song

Planting and Dedicating the Trees

Song—Anthem for Arbor Day.....S. F. Smith

Benediction

ARMISTICE DAY—NOVEMBER 11TH

Armistice Day is more than an American special day—it comes the nearest to being an international patriotic day than any other day we celebrate. On this day we commemorate the conclusion of the work of our heroes and the heroes of all the allies who fought for the liberty of the world in the Great War.

Every school in West Virginia should celebrate this day with appropriate exercises. Members of the American Legion and all other ex-service men should be invited to participate. A short history of the United States' participation in the World War may be given by some local person.

In Flanders Field

By Lieut. Col. John D. MacCrae

In Flanders fields the poppies blow
Between the crosses, row on row,
That mark our place; and in the sky
The larks still bravely singing fly,
Scarce heard amidst the guns below.

We are the dead. Short days ago
We lived, felt dawn, saw sunset glow,
Loved and were loved, and now we lie
In Flanders fields.

Take up our quarrel with the foe,
To you from falling hands we throw
The Torch—be yours to hold it high;
If ye break faith with us who die,
We shall not sleep, though poppies grow
In Flanders fields.

The American's Creed

(The idea of laying special emphasis upon the duties and obligations of citizenship in the form of a national creed originated with Henry S. Chapin. In 1916-1917, a contest, open to all Americans, was inaugurated in the press throughout the country to secure "the best summary of the political faith of America." Through Mayor James H. Preston, the city of Baltimore, as the birthplace of the "Star Spangled Banner," offered a prize of $1,000. The creed selected was submitted by William Tyler Page of Friendship Heights, Maryland. It consisted of phrases taken from the Constitution of the United States, Declaration of Independence, the Federalist, Webster's Speech in the Senate January 26, 1830, "The Man Without a Country," Oath of Allegiance, and "The Star Spangled Banner.")

I believe in the United States of America as a government of the people, by the people, and for the people, whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign Nation of many sovereign states, a perfect Union, one and inseparable, established upon those principals of freedom, equality, justice and humanity for which American patriots sacrificed their lives and fortunes. I therefore believe it is my duty to my country to love it, to support its constitution, to obey its laws, to respect its flag, and to defend it against all enemies.

A Father to His Soldier Son

(Written in 1862 by Judge E. R. Hoar to Samuel Hoar)

I hope you are going with a love for your country, and your cause, and with a determination to be faithful to every duty you have undertaken. My boy, you bear the name of one who to the end of his honored life, never shrunk from

a duty, however painful, nor from danger to which duty called him. Be sure that you do no discredit to it! Neither by cowardice, by falsehood, by impurity, by levity, nor by selfishness. Remember always your home and your friends—those who will welcome your return with pride and joy if you shall come back in virtue and honor; who will cherish your memory if, faithful and true, you have given up your life; but to whom your disgrace would cause a pang sharper than death. Remember your obligations to duty and God. And may these throughts keep you from temptation, and encourage and strengthen you in danger or sickness. You are very dear to our hearts and your absence leaves a great place vacant in our home. If it be according to His will, you may come back to us in safety and honor—but whatever is before us, may His mercy and love be ever with you and His grace sufficient for you.

West Virginia School Creed

To be loyal to West Virginia and to the United States; to learn and perform intelligently my duties as a citizen and to support the American ideals and customs; to hold patriotism above any individual, social class or party; to oppose revolutionary movements such as Bolshevism, Anarchism, I. W. W.-ism and other activities detrimental to the laws and the Constitution of the United States; to play hard, study hard, work hard. This shall be my creed on the footpath leading to the highway of good dependable citizenship.

Flag Salute

I pledge allegiance to my Flag, and to the Republic for which it stands, one nation, indivisible, with liberty and justice for all.

West Virginia in the World War

Soldiers furnished by West Virginia	55,777
West Virginia boys killed in action	514
West Virginia boys died of wounds	200
West Virginia boys died of disease	271
West Virginia boys slightly wounded	1,265
West Virginia boys severely wounded	1,112

Between sixty-five and sixty-nine per cent of the drafted men coming from West Virginia passed the physical examination.

More than $1,000,000 worth of Liberty Bonds were purchased by teachers in West Virginia.

It is estimated that children in the schools purchased about a million dollars worth of War Savings Stamps.

Fifty thousand children in West Virginia schools joined the Junior Red Cross, and turned out thousands of articles.

THE STATE FLOWER.

(*Rhododendron maximum*, or "Big Laurel." The "Rose Tree" of China.)

Red Cross in West Virginia

First Campaign	$ 579,770.00
Second Campaign	1,408,503.60
	(202% over-subscribed)
Members, October 1, 1918	212,066

Y. M. C. A.

First Campaign	$ 35,825.19
Second Campaign	317,007.10

Salvation Army

One Campaign	$ 33,770.34

Lutheran Commission

One Campaign	$ 12,077.00

Knights of Columbus

One Campaign	$ 52,208.70

War Stamps and Liberty Bonds

War Saving Stamps Sale to December 31, 1918		$ 27,391,180.00
Liberty Loan:		
First	$16,048,800	
Second	36,042,050	
Third	31,913,250	
Fourth	55,988,900	
Fifth	33,135,100	
Total		$173,128,100.00
Total Contributions to War Activities		$ 2,439,161.93
Total purchase of Liberty Bonds and Stamps		$200,519,280.00

Suggested Program

1. Song ..... "America"
2. Salute to the Flag
3. Talk by American Legion men
4. Recitation ..... "In Flanders Field"
5. Group of songs.. "Tipperary," "Smiles," "Keep the Home Fires Burning"
6. Essay ..... "West Virginia in the World War"
7. Talk ..... "Local War Work"
8. Song ..... "Battle Hymn of the Republic"
9. The American's Creed given in concert
10. Junior Red Cross Work
11. West Virginia School Creed given in concert
12. "Star Spangled Banner"

(Note—A memorial tablet should be placed in each school building in West Virginia, containing the names of all boys who lost their lives in the War from that school.)

THANKSGIVING DAY

The Spirit of the Occasion. The teacher will show her good taste and accomplish the desired results in the Thanksgiving Day program, if the exercises are selected and arranged to bring out a sincere spirit of thankfulness, and an atmosphere of good cheer. The occasion should be marked by thoughtfulness and happiness without noisy hilarity.

Helpers. If the program is to be given at school during school hours, the teachers and pupils should be mostly responsible. If the occasion is to be at night and a community undertaking, the teacher should request some of the best men and women of the community to act as a committee in getting up the program and in maintaining good order. Persons with special training or talent—preachers, officials, nurses, specialists in different lines—should be used as assistants, if the program is to be elaborate. The telling about "The good old times" by some very old person always proves to be an interesting feature of a Thanksgiving program.

Decorations. A teacher should not announce a special program and ask patrons and friends to attend unless she and her pupils can fix up the school room with a little special holiday decorations. For Thanksgiving, a few branches with colored leaves tastily arranged over or between windows, and a shock of yellow-eared corn with some leaves and pumpkins about it on the platform are always appropriate. A blackboard border of turkeys or Pilgrim scenes made from a stencil, may be used to good advantage. If the school does not own some good Thanksgiving pictures, it may be possible to borrow some from a store or from patrons for this special occasion.

Music. The Thanksgiving program should be marked by much good music. Patriotic songs such as "America" and "America, the Beautiful;" hymns "Faith of our Fathers," "Coronation," and "Lord of the Harvest," and old familiar songs, such as "Old Kentucky Home," "Swanee River," "Carry Me Back to Old Virginia," and "Old Black Joe;" these selections and others suggested by them with some special music—solos, quartets, instrumental selections and orchestra, if possible, should add much to the interest and sentiment of the program.

The Program. When the program is completed, it should be neatly printed to hand to visitors and pupils on the special day. If this cannot be done, the pupils may make several copies on uniform paper to hand to visitors. This project will make a good writing lesson with a real motive. Some teacher may wish to print or write the program artistically on the blackboard.

Arrangement of the Program. The outlines of programs for other special days given in this bulletin will suggest good arrangements for the Thanksgiving program. The teachers and committees' good judgment will suggest a variety of exercises that will make the program vary throughout with different kinds of features given by pupils of all ages. Believing that persons in charge will be able to outline a program fitted to the performers and suited to local conditions, the author of this outline will not attempt to give here a set program.

Material for the Program. The size of this bulletin will not permit the copy of many selections. The teachers' journals, the magazines and papers and text-books carry an abundance of material for any teacher who is on the lookout for it. By all means, let the selections be of high grade. The following are suggested:

Selections:

The Landing of the Pilgrims.
The First Settlement of New England (Elson, Book 4, Page 366).
The Corn Song (from Whittier Songs of Labor).
When the Frost is on the Pumpkin.
The Memory of our Fathers (Elson Book 4, P. 383).
Abou Ben Adhem (Wheeler's Fifth, P. 360).
The Huskers (Wheeler's Fifth, P. 429).

Special Features:

Essay—Five reasons why I am thankful for this school.

Essay—Five reasons why I am thankful for West Virginia.

Essay—Five reasons why I am thankful for United States.

Pantomimes or dramatizations of scenes connected with Thanksgiving, such as "The First Thanksgiving," the "Pilgrims Going to Church," "The Husking Bee," or "Harvest Home."

Thanksgiving Proclamations: The Proclamation of the President and Governor should be read.

Scripture reading: At the beginning of the program an appropriate selection of Scripture should be read.

Exhibit: It will be appropriate to have an exhibit of the best products—grains, fruits and vegetables—for the inspection of the visitors, and to show material reasons for thankfulness.

Reasons for Thanks

For flowers that bloom about our feet;
For tender grass, so fresh, so sweet;
For song of bird, and hum of bee;
For all things fair we hear or see,
Father in heaven, we thank Thee!

For blue of stream and blue of sky;
For pleasant shade of branches high;
For fragrant air and cooling breeze;
For beauty of the blooming trees,
Father in heaven, we thank Thee!

RALPH WALDO EMERSON.

What is the Best Day in November?

It is the Puritan's Thanksgiving eve,
And gathered home from fresher homes around,
The old man's children keep the holiday,
In dear New England since the fathers slept,
The sweetest holiday of all the year.—J. G. HOLLAND.

Give Thanks

Oh, give thanks for the summer and winter,
Give thanks for the sunshine and rain;
For the flowers, the fruits, and the grasses
And the bountiful harvest of grain;
For the winds that sweep over our prairies;
Distributing vigor and health—
Oh, give thanks to our Heavenly Father
For nature's abundance of wealth!

Give thanks for each lawful ambition
That gives a new impulse to do;
Give thanks for each fond hope's fruition,
And all of God's goodness to you;
Forget not whence cometh the power,
That all of these blessings secures—
Oh, give thanks to our Heavenly Father,
Whose mercy forever endures.—SELECTED.

November

The touch of chill November
Falls on the waiting land:
The oak trees and the larches
With shivering branches stand:
And winter's desolation
Is felt on every hand.
The dead stems mourn their flowers;
The bare trees mourn their leaves;
The voice of coming winter
Sobbingly sighs and grieves;
And the drear November sunset
Its lengthened shadow weaves.

How Shall We Give Thanks?

When we our thanks would bring,
Doubly grateful way consists,
In recollecting God exists
In every living thing;
That when a man or beast we touch
With pity-helping care,
'Tis known in Heaven just as much
As if we did it there;
That when our voice in kind behalf
Of any grief is heard,
Heaven's wondrous gold-foiled phonograph
Is taking every word:
That when a heart the earth-heart serves,
Of diamond or clod,
It thrills the universe's nerves,
And glads the soul of God.

Adapted from WILL CARLETON.

CHRISTMAS

The Christmas season is the occasion of the greatest happiness of the year to most children. The teacher will experience little difficulty in interesting children in a Christmas program, which should be simple and include selections that indicate the true meaning of the day.

The Christmas Tree and Santa Claus may be used for the merriment of the children. However, if any gifts are distributed, care should be taken to see that each child receives a gift off the tree. A fund for the purchase of these gifts may be raised by the Parent-Teacher Club or by school entertainments.

The following program and selections contain material that may be used in making up a program for a Christmas exercise. This exercise may be held on the last day school is in session, before Christmas or on Christmas Eve, which ever best suits the convenience of the teacher and the school.

Program

1. Song—"Silent Night"..... .....Gruber
2. Christmas Carol......"Oh, Little Town of Bethlehem"
3. Recitation....."'Twas the Night Before Christmas"
4. Story.....Birds' Christmas Carol
5. Christmas Carol....."It Came Upon the Midnight Clear"
6. Story.....Legend of Santa Claus
7. Recitation....."Anna and Willie's Prayer"
8. Story....."Babe of Bethlehem"
9. Song....."Away in a Manger"
   (Tune "Flow Gently Sweet Afton")

Selections

"The Shepherd's Song" Luke 2:13-20

And suddenly there was with the angel a multitude of the heavenly host praising God, and saying:

"Glory to God in the highest, and on earth peace, good will to men."

And it came to pass as the angels were gone away from them into heaven, the shepherds said one to another, "Let us now go even unto Bethlehem, and see this thing which is come to pass, which the Lord has made known unto us."

And they came with haste and found Mary, and Joseph, and the babe lying in a manger.

And when they had seen it, they made known abroad the saying which was told them concerning the child.

And all they that heard it wondered at those things which were told them by the shepherds.

But Mary kept all these things, and pondered them in her heart.

"Merry Christmas"

Merry Christmas now is here,
Brightest time of all the year,
Gentle words and greetings gay
From friend to friend on Christmas Day.

Twine the laurel and the bay,
With the holly berries gay,
Deck the walls with garlands bright
On merry, merry Christmas night.

—M. E. WHITTEMORE.

Christmas

O, Christmas tide is the nicest time,
I'm sure there ever could be!
And of all the trees in the world,
The best is the Christmas tree!
'Twas Christmas tide when Christ was born,
In the Bethlehem manger lowly,
And the Magi brought their costly gifts
To the Christ-child pure and holy,
So no night in the year is half so dear,
As the beautiful Christmas Eve.—J. H.

The Yule Log

The Yule Log was a great log of wood, sometimes the root of a tree, brought into the house with great ceremony on Christmas Eve, laid in the fire-place, and lighted with the brand of last year's log. While it lasted there was great drinking, singing, and telling of tales. Sometimes it was accompanied by Christmas candles; but in the cottages the only light was from the ruddy blaze of the great wood fire. The Yule Log was to burn all night; if it went out, it was considered a sign of ill luck.

The poet Herrick, thus sings of the Yule Log:

"Come, bring with a noise,
My merrie, merrie boys,
The Christmas Log to the firing;
While my good dame, she
Bids ye all be free,
And drink to your heart's desiring."

The Yule Log is still burnt in many farm houses and kitchens in England, particularly in the north, and there are several superstitions connected with it among the peasantry. If a squinting person comes into the house while it is burning, or a person barefooted, it is considered an ill omen. The brand remaining from the Yule Log is carefully put away to light the next year's Christmas fire.—Ex.

When the Children Come Home

There come to me, over the drifted snow,
The music of jingling bells,
And my pulses thrill, and my heart beats high,
For I know what the sound foretells—
My glad lips utter but one refrain—
Over and over they say—
"The children are coming, are coming home,
And tomorrow is Christmas-day!"

Dear heart, it is many a weary day
Since they left the old home nest;
But they're coming home, just as of old,
To the place they love the best.
Was ever a heart as glad as mine?
Heaven seems not far away,
For the children are coming, are coming home,
And tomorrow is Christmas-day.

—FLORENCE A. JONES.

Christmas Song

Why do bells for Christmas ring?
Why do little children sing?
Once a lovely shining star
Seen by shepherds from afar,
Gently moved until its light
Made a manger's cradle bright,
There a darling baby lay
Pillowed soft upon the hay,
And its mother sang and smiled,
This is Christ, the Holy Child.
Therefore bells for Christmas ring,
Therefore little children sing.—EUGENE FIELD.

Who Is It?

Someone who is fat and jolly,
And a foe of melancholy,
Never fails to slide and slip
Thru our chimney, every trip.
And he always on his back
Carries a tremendous sack.
Leaves for each a gift or two,
And then scampers up the flue—
Urchins, if his name you doubt,
Scan these lines and spell it out.—SUSIE M. BEST.

Recipe for a Christmas Pudding

Three parts of fun
To four parts of nonsense—
Stir them well together;
Spice them next with jolly jokes
And crispy, frosty weather.
Take every bit of crossness out,
And every unkind thought;
Bake it in the oven of love,
And it shall lack for naught.

—MARIE GOLDEN, in Scattered Seeds.

The Angel's Song

Floating down o'er the hills of Judea,
Where shepherds were watching at night,
A flood of ineffable brightness,
Was seen in the clear, starry light.

And out of the sky came such music,
Hallelujahs, and anthems of praise
That the shepherds were filled with amazement,
As they stood in the dazzling rays.

"Fear not," said the voice of an angel,
"For I bring you good tidings tonight,
In a manger an infant lies sleeping,
Heaven and earth never saw such a sight.

For the beautiful babe in the manger
Is Christ, your Redeemer and King,
Who has come from the realms of the blessed,
To earth, your salvation to bring."

No wonder the angels were singing
Such songs to the listening earth,
They were telling the beautiful story
Of Christ, and His wonderful birth.

Sing again, shining angels in glory,
And we will take up the refrain;
We can never be tired of the story
Though we hear it again, and again.

Old Santa Claus in His Den

Old Santa Claus sat all alone in his den,
With his leg crossed over his knee;
And a comical look peeped out of his eye,
For a funny old fellow was he.

His little old cap was twisted and torn
And his wig was all awry,
For he'd sat and thought the whole day long,
As the hours went gliding by.

He had been busy as busy could be
Filling his pack with toys;
He had gathered his nuts and made his sweets
To take the girls and boys.

There were dolls for the girls and toys for the boys,
And wheelbarrows, horses, and drays;
And bureaus and trunks for dolly's new clothes,
All here in his pack he displays.

And candy, too, both twisted and straight
He had furnished a plentiful store;
And figs and raisins and prunes and dates,
All hung on a peg by the door.

And when all the children are sleeping in bed
Old Santa Claus comes without noise
And round about, round about softly he creeps,
And fills all the stockings with toys.

Christmas Carol

There's a song in the air!
There's a star in the sky!
There's a mother's deep prayer
And a baby's low cry!
And the star rains its fire while the beautiful sing
For the manger of Bethlehem cradles a King!

In the light of that star
Lie the ages impearled;
And the song from afar
Has swept over the world.
Every heart is aflame, and the beautiful sing,
In the homes of the nations that Jesus is King!

We rejoice in the light
And we echo the song
That comes down through the night
From the heavenly throng.
Ay! we shout to the lovely evangel they bring,
And we greet in his cradle our Saviour and King.

The Glorious Song of Old

It came upon the midnight clear,
That glorious song of old,
From angels bending near the earth
To touch their harps of gold;
"Peace on earth, good will to men,
From Heaven's all gracious King"
The world in solemn stillness lay
To hear the angels sing.

Still through the cloven skies they come,
With peaceful wings unf rled;
And still their heavenly music floats
O'er all the weary world;
Above its sad and lowly plains
They bend on hovering wing,
And ever o'er its Babel sounds
The blessed angels sing.

But with the woes of sin and strife
The world has suffered long;
Beneath the angel-strain have rolled
Two thousand years of wrong;
And man, at war with man, hears not
The love-song which they bring;
Oh, hush the noise, ye men of strife,
And hear the angels sing!

And ye, beneath life's crushing load
Whose forms are bending low,
Who toil among the climbing way,
With painful steps.and slow—
Look now; for glad and golden hours
Come swiftly on the wing;
Oh, rest beside the weary road,
And hear the angels sing!

For lo! the days are hastening on
By prophet bards foretold,
When with the ever circling years
Comes round the age of gold;
When Peace shall over all the earth
Its ancient splendors fling,
And the whole world give back the song
Which now the angels sing.

—EDMUND HAMILTON SEARS.

"If You're Good"

Santa Claus will come tonight
If you're good.
And do what you know is right,
As you should.
Down the chimney he will creep,
Bringing you a wooly sheep,
And a doll that goes to sleep,
If you're good.

Santa Claus will drive his sleigh,
Through the wood,
But he'll come around this way
If you're good.
With a wind-up bird that sings
And a puzzle made of rings,
Jumping jacks and funny things
If you're good.

He will bring you cars that go,
If you're good,
And a rocking-horsey, Oh!
If he would,
And a dolly that can sneeze
That says "Mama!" when you squeeze,
He'll bring you one of these
If you're good.

Santa grieves when you are bad,
As he should;
But it makes him very glad,
When you're good;
He is wise and he's a dear;
Just do right and never fear;
He'll remember you each year,
If you're good.—SELECTED.

Most school journals contain material from which additional selections may be made.

LINCOLN'S BIRTHDAY

The compiler of the "Dictionary of Congress" states, that while preparing that work for publication in 1858, he sent to Mr. Lincoln the usual request for a sketch of his life, and received the following reply:

"Born February 12, 1809, in Harden County, Kentucky.

"Education, Defective.

"Profession, a Lawyer.

"Have been a Captive of Volunteers in Black Hawk War.

"Postmaster at a Very Small Office.

"Four Times a Member of the Illinois Legislature, and was a Member of the Lower House of Congress.

"Yours, etc.,

"A. LINCOLN."

In a letter to his friend, the Hon. Jesse W. Fell, of Bloomington, Ill., under date of December 20, 1859—the year preceding his election to the Presidency, and about the time his friends were beginning to think seriously of his nomination, Mr. Lincoln wrote of himself and family, as follows:

"I was born February 12, 1809, in Hardin County, Kentucky. My parents were both born in Virginia, of distinguished families—second families, perhaps I should say. My mother, who died in my tenth year, was of a family of the name of Hanks, some of whom now reside in Adams and others in Macon County, Illinois. My paternal grandfather, Abraham Lincoln, emigrated from Rockingham County, Virginia, to Kentucky, about 1781 or 1782, where, a year or two later, he was killed by Indians, not in battle but by stealth, when he was laboring to open a farm in the forest. His ancestors, who were Quakers, went to Virginia from Berks County, Pennsylvania. An effort to identify them with the New England family of the same name ended in nothing more than a similarity of Christian names in both families, such as Enoch, Levi, Mordecai, Solomon, Abraham, and the like.

"My father, at the death of his father, was but six years of age, and he grew up literally without education. He removed from Kentucky to what is now Spencer County, Indiana, in my eighth year. We reached our new home about the time the State came into the Union (1816). It was a wild region, with many bears and other wild animals still in the woods. There were some schools, so-called, but no qualification was ever required of a teacher beyond 'readin', ritin', and 'cipherin' to the Rule of Three. If a straggler, supposed to understand Latin, happened to sojourn in the neighborhood, he was looked upon as a wizard. There was absolutely nothing to excite ambition for education. Of course, when I came of age, I did not know much. Still, somehow, I could read, write and cipher to the Rule of Three, but that was all. I have not been to school since. The little advance I now have upon this store of education I have picked up from time to time under the pressure of necessity.

"I was raised to farm-work, which I continued until I was twenty-two. At twenty-one I came to Illinois and passed the first year in Macon County. Then I got to New Salem, at that time in Sangamon, now in Menard County, where I remained as a sort of clerk in a store. Then came the Black Hawk War, and

I was elected a captain of volunteers—a success which gave me more pleasure than any I have had since. I ran through the campaign, was elated, ran for the Legislature in the same year (1832), and was beaten—the only time I have ever been beaten by the people. The next, and three succeeding biennial elections, I was elected to the Legislature. I was not a candidate afterwards. During this legislative period I had studied law and removed to Springfield to practice it. In 1846 I was once elected to the Lower House of Congress, but was not a candidate for re-election. From 1849 to 1854, both inclusive, practiced law more assiduously than ever before. Always a Whig in politics, and generally on the Whig electoral ticket making active canvasses. I was losing interest in politics when the repeal of the Missouri Compromise aroused me again. What I have done since then is pretty well known.

"If any personal description of me is thought desirable it may be said I am, in height, six feet four inches, nearly; lean, in flesh, weighing, on an average, one hundred and eighty pounds; dark complexion, with coarse black hair, and gray eyes. No other marks or brands recollected.

"Yours truly,

"A. Lincoln."

AN HISTORICAL NOTATION

Excerpt from President Lincoln's Memorandum Attached to the Act of Admission of West Virginia

"More than on anything else, it (the expediency of admitting West Virginia into the Union) depends on whether the admission or rejection of the new state would, under all the circumstances, tend to the restoration of national authority throughout the Union. That which helps most in this direction is the most expedient at this time. Doubtless those in remaining Virginia would return to the Union so to speak, less reluctantly without the division of the old state than with it, but I think we could not save as much in this quarter by rejecting the new state as we should lose by it in West Virginia. WE CAN SCARCELY DISPENSE WITH THE AID OF WEST VIRGINIA IN THIS STRUGGLE; MUCH LESS CAN WE AFFORD TO HAVE HER AGAINST US IN CONGRESS AND IN THE FIELD.

"Her brave and good men regard her admission into the Union as a matter of life and death. They have been true to the Union and under very severe trials. We have so acted as to justify their hopes, and we cannot fully retain their confidence and co-operation if we seem to break faith with them. In fact, they could not do so much for us, if they would. Again, the admission of the new state turns that much slave soil free, and thus is a certain and irrevocable encroachment upon the cause of the rebellion. **The division of a state is dreaded as a precedent. But a measure made expedient by a war is no precedent for times of peace.** It is said that the admission of West Virginia is secession and tolerated only because it is our secession. Well, if we call it by that name, THERE IS STILL DIFFERENCE ENOUGH BETWEEN SECESSION AGAINST THE CONSTITUTION AND SECESSION IN FAVOR OF THE CONSTITUTION. I believe the admission of West Virginia into the Union is expedient."

In 1860 Mr. Lincoln was nominated by the Republicans and elected to the Presidency of the United States. Soon after his election, agitation which led to the secession of the Southern States began. His policy was to save the Union at any cost. But despite all his efforts, several of the Southern States withdrew from the Union immediately after his inauguration. The President used vigorous measures to bring these states back into the Union, the result of which was the Civil War, which began in 1861 and ended in 1865, with victory for the Union. Mr. Lincoln was re-elected President in 1864.

Lincoln's Death

"Five weeks after the second inaugural address, in April, 1865, the Confederate army surrendered. The four years of sadness, bloodshed, devastation and sorrow were ended. Now, to this over-burdened man peace would take the place of pain, and rest would come instead of pressure, but at this very moment of the nation's triumph, rejoicing was turned to grief, for, while seeking recreation at Ford's Theatre, Lincoln was shot by John Wilkes Booth, who, with others, had formed a plot for the assassination of the President, Vice-President, and leading members of the cabinet.

"Kind arms bore the loved, the honored President to a friend's house, and kind hearts, who had aided with sympathy and counsel during the long, sad years, watched by the bedside through the night until morning, when that noblest of all hearts ceased to beat.

"Messages of sorrow and sympathy came from all the world to the sorrowing nation, to a nation who each year more deeply reveres the memory of him whose legacy was peace to his country, liberty to the enslaved, and an inspiring example of patriotism to the world."

"The Death of Lincoln"

"Oh, slow to smite and swift to spare,
Gentle and merciful and just!
Who, in the fear of God didst bear
The sword of power, a nation's trust!

"In sorrow by thy bier we stand,
Amid the awe that hushes all,
And speak the anguish of a land
That shook with horror at thy fall.

"Thy task is done; the bond are free:
We bear thee to an honored grave,
Whose proudest monument shall be
The broken fetters of the slave.

"Pure was thy life; its bloody close
Hath placed thee with the sons of light,
Among the noble host of those
Who perished in the cause of Right."

—WM. CULLEN BRYANT.

Suggested Program for Lincoln Day Celebration

1. Song.....“America”
2. Short Biography of Lincoln.
3. “The Building of the Ship”.....Longfellow
4. Some sayings of Lincoln quoted by the pupils. (These may be selected from the list below.)
5. Lincoln’s Gettysburg Address.
6. Song.....“The Star Spangled Banner”
7. Lincoln’s “Emancipation Proclamation.”
8. Whitman’s “O Captain, My Capt in,” recited by a pupil.
9. Recitation—A Tribute to Lincoln’s Memory.....Dorsey
10. “The Death of Lincoln,” quoted above.

SELECTIONS

The Farewell Address at Springfield

My Friends: No one, not in my situation, can appreciate my feeling of sadness at this parting. To this place, and the kindness of these people, I owe everything. Here I have lived a quarter of a century, and have passed from a young to an old man. Here my children have been born, and one is buried. I now leave, not knowing when or whether ever I may return, with a task before me greater than that which rested upon Washington. Without the assistance of that Divine Being who ever attended him, I can not succeed. With that assistance, I can not fail. Trusting in Him who can go with me, and remain with you, and be everywhere for good, let us confidently hope that all will yet be well. To His care commending you, as I hope in your prayers you will commend me, I bid you an affectionate farewell.

Lincoln’s Address at Gettysburg

Four-score and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this; but, in a larger sense, we can not dedicate—we can not consecrate—we can not hallow—this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us, the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people shall not perish from the earth.

The dedication of a part of the battle field at Gettysburg on November 19, 1863, as a National Cemetery, was a notable event. On the platform were seated officers, senators, generals, and prominent citizens from all over the country, while gathered about were soldiers, many of whom had been wounded and maimed in the great conflict there July 1st, 2nd and 3d. Edward Everett, recognized as the most accomplished speaker of the day, delivered the oration; Thomas H. Stockton, the Chaplain of the United States Senate, offered the prayer. Both the oration and the prayer were recognized as worthy of the occasion. When Mr. Lincoln read his brief address there was some disappointment that he had not spoken longer, but Mr. Everett turned to him and said, "Ah, Mr. President, gladly would I exchange my entire hundred pages to have been the author of your twenty lines." This address is now reckoned among the world's great masterpieces and is quoted everywhere as among the most beautiful tributes of the kind ever uttered.

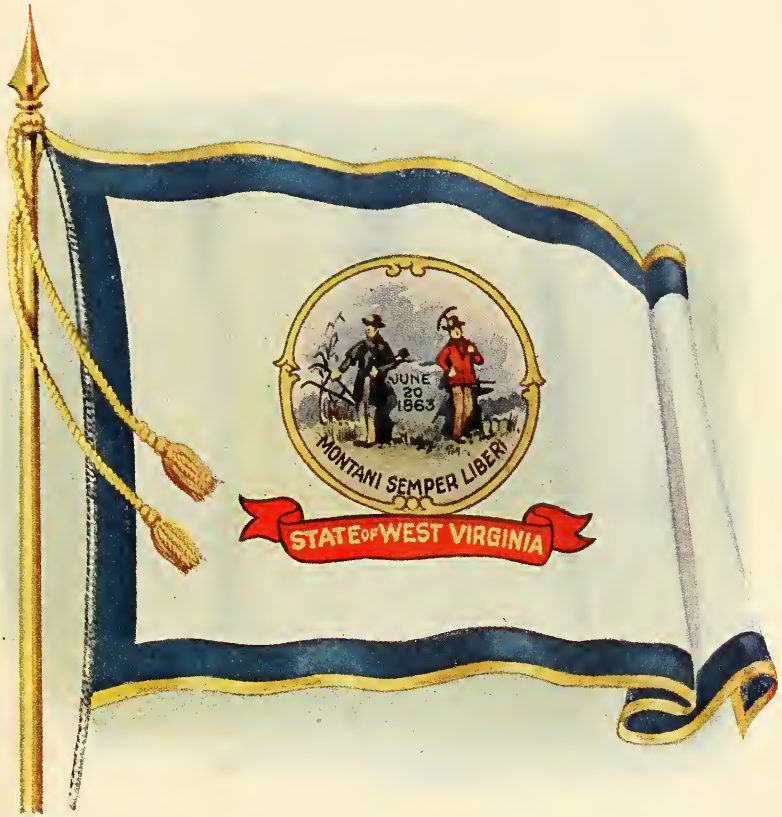
"O Captain! My Captain!"

By WALT WHITMAN

"O Captain! my Captain! our fearful trip is done;
The ship has weathered every rock, the prize we sought is won;
The port is near, the bells I hear, the people all exulting,
While follow eyes the steady keel, the vessel grim and daring.
But, O heart! heart! heart! O the bleeding drops of red,
Where on the deck my captain lies fallen, cold and dead.

"O Captain! my Captain! rise up and hear the bells;
Rise up—for you the flag is flung—for you the bugle trills;
For you bouquets and ribbon'd wreaths—for you the shores a-crowding;
For you they call, the swaying mass, their eager faces turning.
Here, Captain! dear Father! This arm beneath your head!
It is some dream that on the deck, you're fallen, cold and dead.

"My Captain does not answer, his lips are pale and still;
My father does not feel my arm, he has no pulse nor will;
The ship is anchored safe and sound, its voyage closed and done;
From fearful trip the vistor ship comes in with object won.
Exult, O shores, and ring, O bells! But I with mournful tread
Walk the deck—my Captain lies fallen, cold and dead."



THE STATE FLAG

[The St. Louis World's Fair was responsible for the adoption of West Virginia's State flag. The West Virginia State Commission at that exposition found it necessary to adopt a flag of special design to distinguish West Virginia from other States of the Union represented. Therefore, it undertook the task of designing a flag itself. The following year the Legislature ratified this design, amending it only by the addition of a fringe or border of gold or orange. The law provides that the proportions of the flag shall be the same as those of the United States banner; that the field shall be pure white, upon the center of which, on the obverse side, shall be the great seal or coat-of-arms of the State, showing the date of the admission of the State into the Union, with the motto "Montani Semper Liberi" (Mountaineers always freemen), and beneath that, in a scroll, the legend, "State of West Virginia." On the reverse side of the flag appears a sprig or sprigs of rhododendron maximum, or big laurel—the State flower—having a blossom and leaves. The field of pure white is bordered by a strip of blue, and this in turn by a strip or fringe of old gold. The flag of the State is to be employed on all occassions where a special display of the State's individuality shall become necessary or regarded as appropriate.]

"A Tribute to Lincoln's Memory"

"Slowly we come to learn thy worth,
Oh, genial man! oh, modest sage!
Slowly we come to see we've lost
The grandest spirit of the age.

"So near we felt the loving heart,
Gentle and warn tow'rd all mankind,
We ne'er looked up to see ourselves
O'ershadowed by the mighty mind.

"Now scarce we know which we most miss,
The leader's mind or brother's heart;
And scarce we know which most we prize,
The brother's love or leader's art.

"The world with us will prize them both;
To us alone they were not given;
Like light and air, to all mankind,
They were a common gift of Heaven.

"Not we alone thy death deplored,
Not we alone thy absence weep;
The world through all the ages hence
Thy name shall love, thy fame shall keep."

DENNIS B. DORSEY.

Sayings of Lincoln

These quotations may be given by pupils in answer to roll call.

1. Always do the very best you can.
2. It is sometimes well to be humble.
3. With public sentiment nothing can fail, without it nothing can succeed.
4. This country, with its institutions belongs to the people who inhabit it.
5. Gold is good in its place, but living, patriotic men are better than gold.
6. Success does not so much depend on external help as on self reliance.
7. When you have an elephant on hand and he wants to run away, better let him run.
8. The Lord prefers common looking people. That is why he made so many of them.
9. Let us have that faith that right makes might; and in that faith let us to the end dare to do our duty as we understand it.
10. The purposes of the Almighty are perfect and must prevail, though we erring mortals may fail accurately to predict them in advance.
11. I am not bound to win, but I am bound to be true. I am not bound to succeed, but I am bound to live up to what I have. I must stand with any body that stands right; stand with him while he is right and part with him when he goes wrong.

12. Having thus chosen our course, without guile and with pure purpose, let us renew our trust in God and go forward without fear and with manly hearts.

13. If this country can not be saved without giving up the principle of liberty, I was about to say I would rather be assassinated on this spot than to surrender it.

14. With malice toward none; with charity for all; with firmness in the right, let us strive to finish the work we are in; to bind up the nation's wounds; to care for him who shall have borne the battle, and for his widow, and his orphan— to do all which may achieve and cherish a just and lasting peace among ourselves, and with all nations.

15. I am not accustomed to the use of language of eulogy; I have never studied the art of paying compliments to women; but I must say, that if all that has been said by orators and poets since the creation of the world were applied to the women of America, it would not do them justice for their conduct during this war. I will close by saying, God bless the women of America.

During one of the dark periods of the rebellion when unfavorable news had been received from the Union Army, a gentleman from Boston who was in Washington called upon Mr. Lincoln. In the conversation Mr. Lincoln spoke of Longfellow's poem, "The Building of the Ship," and the comfort the closing stanzas had given him. The President then quoted a line or two, when the visitor began with, "Thou, too sail on, O Ship of State" and repeated the remainder of the poem. The President was deeply moved, the tears streaming down his cheeks, and at the close of the stanza remarked, "It is a wonderful gift to be able to stir men like that."

"Thou, too, sail on, O Ship of State!
Sail on, O UNION, strong and great!
Humanity with all its fears,
With all the hopes of future years,
Is hanging breathless on thy fate!
We know what Master laid thy keel,
What Workman wrought thy ribs of steel,
Who made each mast, and sail, and rope,
What anvils rang, what hammers beat,
In what a forge and what a heat
Were shaped the anchors of thy hope!
Fear not each sudden sound and shock,
'Tis of the wave and not the rock;
'Tis but the flapping of the sail,
And not a rent made by the gale!
In spite of rock and tempest's roar,
In spite of false lights on the shore,
Sail on, nor fear to breast the sea!
Our hearts, our hopes, our prayers, our tears,
Our faith triumphant o'er our fears,
Are all with thee,—are all with thee!"

—From LONGFELLOW'S "The Building of the Ship." Courtesy Houghton, Mifflin & Co., Boston, Mass.

WASHINGTON'S BIRTHDAY

No nation can long exist without loyal citizens. Loyalty does not come by chance. It must be taught in the schools, homes and churches of our country. One way to train patriotic citizens is to emphasize the qualities exemplified in the lives of the leading American citizens.

The birthday of George Washington offers an opportunity to bring to the minds of the boys and girls in the schools of West Virginia some of the outstanding qualities of Americanism. The life of the "Father of our Country" has been an inspiration to thousands of pupils of not only this nation but of all nations. No teacher should permit February 22nd to pass without having appropriate exercises in her school.

A Short Biography

George Washington was born February 22, 1732, at Bridge's Creek, Virginia, on a plantation located on the western bank of the Potomac River. When yet a small boy, his father moved to a place on the Rappahannock River across from Fredericksburg. Here he attended school under a Mr. Hobby. When eleven years old, his father died. Shortly after this, he went to live with his half brother, Augustine, at Bridge's Creek, where he went to school to a Mr. Williams.

In a few years George decided to go to sea, but owing to his mother's objection, gave up the idea. He then went to live with his half-brother Lawrence at Mount Vernon. Lawrence had married a Miss Fairfax and consequently George became acquainted with the Fairfax family. Mr. Fairfax's brother, Lord Fairfax, became interested in the young man, and engaged him when he was sixteen years old, to survey a large tract of land. This gave him some valuable experiences in the wilderness.

When George was nineteen, Lawrence became sick and went to the West Indies taking George with him. Here he contracted smallpox which left scars on his face the remainder of his life. Lawrence died soon after his return. He left his estate, Mount Vernon, to his small daughter with the understanding that it was to become the possession of George upon her death. She died soon after, and Mount Vernon became George Washington's home.

The first public work Washington engaged in was to carry a message from Governor Dinwiddie to Fort Duquesne. He later took part in the French and Indian wars. At the completion of his services in connection with the French and Indian troubles, he married a widow lady who had two children, and retired to his estate, Mount Vernon, where he lived undisturbed for seventeen years.

When trouble with the mother country, England, arose, Washington was chosen commander-in-chief of the American army. At the conclusion of the Revolutionary War, Washington again returned to his home. In 1787 he was chosen president of the Constitutional Convention which met in Philadelphia and framed the Constitution of the United States. In 1789 he became the first president of the United States by unanimous consent. He served two terms and established the Government under the new Constitution. He ended his public work for the United States when his second term of office was completed in March, 1797. He died December 14, 1799. Possibly the greatest tribute ever paid him was the statement: "First in war, first in peace, and first in the hearts of his countrymen."

Washington's Prayer

Every day at noon a litany and prayers are said for the nation in the Washington Memorial Chapel at Valley Forge. There was recently placed upon the altar of this chapel an illuminated copy of Washington's prayer for the nation:

"Almighty God, we make our earnest prayer that Thou wilt keep the United States in Thy holy protection; that Thou wilt incline the hearts of the citizens to cultivate a spirit of subordination and obedience to government; and entertain a brotherly affection and love for one another and for their fellow citizens of the United States at large.

"And finally that Thou wilt most graciously be pleased to dispose us all to do justice, to love mercy, and demean ourselves with that charity, humility, and pacific temper of mind which were the characteristics of the Divine Author of our blessed religion and without a humble imitation of whose example in these things we can never hope to be a happy nation.

"Grant our supplication, we beseech Thee, through Jesus Christ our Lord. Amen."

Tribute to Washington

LORD BYRON, English Poet

Where may the weary eye repose
When gazing on the great,
Where neither guilty glory glows,
Nor despicable state!

Yes, one—the first, the last. the best,
The Cincinnatus of the West,
Whom envy dared not hate,—
Bequeathed the name of Washington,
To make men blush there was but one!

Crown our Washington

OLIVER WENDELL HOLMES

Arise! 'tis the day of our Washington's glory,
The garlands uplift for our liberties won,
Oh sing in your gladness his echoing story,
Whose sword swept for freedom the fields of the sun!
Not with gold, not with gems,
But with evergreens vernal,
And the Banners of stars that the continent span
Crown, crown we the chief of the heroes eternal,
Who lifted his sword for the birthright of man!

He gave us a nation to make it immortal;
He laid down for freedom the sword that he drew,
And his faith leads us on through the uplifting portal,
Of the glories of peace and our destinies new.

Not with gold, not with gems,
But with evergreens vernal,
And the flags that the nations of liberty span,
Crown, crown him the chief of the heroes eternal,
Who laid down his sword for the birthright of man!

Lead, Face of the Future, serene in thy beauty,
Till o'er the dead heroes the peace star shall gleam.
Till Right shall be Might in the counsels of duty,
And the service of man be life's glory supreme.
Not with gold, not with gems,
But with evergreens vernal,
And the flags that the nations in brotherhood span,
Crown, crown we the chief of the herees eternal,
Whose honor was gained by his service to man.

O Spirit of Liberty, sweet are thy numbers!
The winds to thy banners their tribute shall bring,
While rolls the Potomac where Washington slumbers,
And his natal day comes with the angels of spring.
We follow thy counsels,
O hero eternal!
To highest achievement the school leads the van,
And, crowning thy brow with the evergeens vernal,
We pledge thee our all to the service of man!

Suggested Program

1. Song.....“America”
2. Reading, Washington's Prayer.
3. Three minute talk on Life of Washington.
4. Dramatization of Washington's Farewell to his Officers.
5. Flag drill.
6. Talk by a soldier who has seen service in France.
7. Camp Fire Songs—“Smiles,” “Long, Long Trail,” “Pack up Your Troubles”
8. Reading, “Crown Our Washington.”
9. Dramatization and Singing—“Tenting Tonight on the Old Camp Ground.”
10. Stories of Washington by a Number of Pupils.
11. Song.....“Star Spangled Banner”

THRIFT AND BANKING

One of the most practical subjects to be taught in connection with the regular work of the school is the subject of thrift. As a nation we are a thriftless people. We spend our money lavishly on things that are of no value or perhaps detrimental to our own well being. Employers in the United States pay higher salaries for labor than is to be found in any other country, and still our people save very little.

Eleven out of every hundred in the United States have bank accounts. Thirty-three out of every hundred in France have bank accounts, and fifty-five out of

every hundred in Switzerland have bank accounts. It is really inexcusable the way the American people overlook the important matter of thrift.

If his fault is to be corrected, and every sane person will agree that it should be, then we must begin by teaching thrift to the children in the home and in the school. It must become a part of their character. It must be woven into their habits of thought and action while they are young so that when they are older they will realize the value of saving.

We have a practical banking plan in West Virginia that can be introduced into every school in the state with but little work on the part of the teacher. This plan has been used successfully for four years in two school systems. Below we are giving a brief explanation of the plan and some of its advantages. The Department of Education will be glad to assist in every way possible in introducing this plan into the schools of the State:

West Virginia School Banking Plan

We have set a quota for the next year of $341,977 to be deposited in the banks by the school children of West Virginia. This is an average of $1.00 for each child enrolled in the schools. In this way the teacher who introduces the plan will know when she has reached her quota.

The State Superintendent of Schools will give a coupon of credit to each teacher in the State who induces her pupils to deposit as much as $50.00 during the year.

Supplies, such as blank books and stamps, will be furnished upon application to the Department of Education, Charleston, W. Va.

Each pupil is given a small book containing ten blank pages. The teacher sells the pupils stamps (The West Virginia State Seal) at five cents each, to be pasted on the blank pages of this book. Each page will contain twenty stamps.

When a pupil has one page of stamps, he takes his book to the bank. He tears the page out of his book, endorses the back of it, thus making it a check (the endorsement must correspond to the name written on the front page of the book) and presents it to the bank clerk. The clerk accepts the page of stamps as if it were a check, and gives the pupil a pass book after having properly entered the amount deposited. The money is placed on savings account at interest.

The money taken in by the teacher is given to the principal. Once a week he takes the money to the bank and deposits it in a lump sum. This money becomes a checking account for the pages of stamps the pupil deposits.

If there is more than one bank in the town that will accept children's accounts, the money the principal receives must be deposited in one central bank. The other banks will clear their pages of stamps through this central bank in the same way they would ordinary checks.

In order to make the plan perfectly safe so that stamps may not be used if stolen, the teacher may initial each stamp when she pastes it in the pupil's book.

Advantages of Stamp Banking System

1. There is practically no work on the part of the teacher and very little financial responsibility. It will take possibly three minutes a day to sell all the stamps the pupils desire to buy.

2. The pupil gets the experience of doing his own banking. He goes to the bank and deposits his pages of stamps in the same way his father deposits his money. This is valuable experience for any child.

3. The parents become more interested in the school than usual. They see this concrete, definite work being done and they can understand what it means. This is much more valuable in the minds of many parents than many other subjects that are taught in the schools.

4. It has a tendency to cause the parents to open bank accounts. When the child goes home with a bank book, the parents will feel somewhat ashamed if they do not have a bank account.

5. Children may be induced to start a "college fund" by saving and buying five cent stamps.

6. Teachers may use this plan to bring their lessons down to real business transactions. For example: The boy who has a sum of money in the bank will want to know how much interest his money will draw compounded semi-annually.

7. The pupils may deposit money during vacation instead of pages of stamps.

8. When the pupils leave school, they have a bank account that they can continue adding to.

Some Startling Facts

The American Bankers' Association has compiled the following data as representing the average one-hundred men whom you meet daily.

AT AGE 25:
One hundred men, all strong and vigorous, able to work, and save money.

AT AGE 35:
5 have died.
10 are wealthy.
10 are in good circumstances.
40 have moderate means.
35 have saved nothing.

AT AGE 45:
16 have died.
3 are wealthy.
65 are self-supporting but without resources.
16 are no longer self-supporting.

AT AGE 55:
20 have died.
1 very wealthy.
3 are in good circumstances.
46 are self-supporting, but without means.
30 are dependent on children, relatives or charity for support.

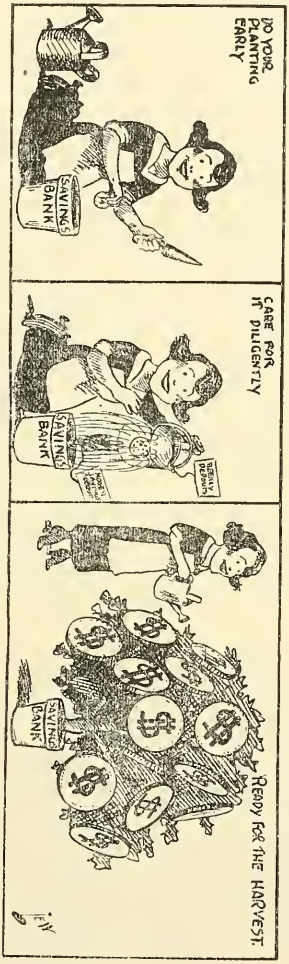
AT AGE 65:

36 have died.
1 very wealthy.
3 are wealthy.
6 are self-supporting by labor.
54 are dependent on children, relatives or charity for support.

AT AGE 75:

63 are dead.
(60 of these left no estate.)
3 are wealthy.
34 are dependent on children, relatives or charity for support.
(95 per cent of these will not have sufficient means to defray funeral expenses.)

IS THERE ANY WAY TO CHANGE THESE FIGURES? YES!!! SAVE REGULARLY.


DO YOUR PLANTING EARLY
SAVINGS BANK
CARE FOR IT DILIGENTLY
SAVINGS BANK
READY FOR THE HARVEST.
SAVINGS BANK

ADOPTED TEXT BOOKS FOR WEST VIRGINIA

Adopted for Use in the Schools of West Virginia for a Period of Five Years, Beginning July 1, 1917

Elementary Grades

A Primer, Wheeler	$ .25
A First Reader, Wheeler	.25
A Second Reader, Wheeler	.35
A Third Reader, Wheeler	.45
A Fourth Reader, Wheeler	.45
A Fifth Reader, Wheeler	.55
Elson's Grammar School Literature, Book I	.44
Elson's Grammar School Literature, Book II	.44
Elson's Grammar School Literature, Book III	.52
Elson's Grammar School Literature, Book IV	.52
Speller, Mastery of Words, Book I	.24
Speller, Mastery of Words, Book II	.20
Economy Method Arithmetic, Book I	.15
Economy Method Arithmetic, Book II	.15
Economy Method Arithmetic, Book III	.15
Economy Method Arithmetic, Book IV	.15
Hamilton's Elementary Arithmetic	.32
Hamilton's Practical Arithmetic	.40
Lippincott's Mental Arithmetic	.27
Economy Method Primary Writing Book I (Grades 1 and 2)	.15
Economy Method Intermediate Writing Book II (Grades 3, 4 and 5)	.15
Economy Method Advanced Writing Book III (Grades 6, 7 and 8)	.15
Kimball's Elementary English, Book I	.36
Kimball's Elementary English, Book II	.46
Frye's First Course in Geography	.40
Frye's Higher Geography	.88
Mace's Beginners' History (Grades 4 and 5)	.57
Mace's Story of Old Europe and Young America (Grade 6)	.61
Mace's School History (Grades 7-8)	.94
Lewis' History of West Virginia	.89
Ritchie-Caldwell's Hygiene & Sanitation	.55
Davison's Health Lessons, Book II	.54
Dunn's Community and the Citizen (Revised and Enlarged)	.85
The Congdon Music Primer, No. I	.12
The Congdon Music Primer, No. II	.12
The Congdon Music Primer, No. III	.24
Dann's First Year Music	.57
Dann's Second Year Music	.31
Dann's Third Year Music	.34
Dann's Fourth Year Music	.42
Dann's Fifth Year Music	.46
Benson & Bett's Agriculture (Special Edition)	.89
Applied Arts Drawing, Book No. 41	.15
Applied Arts Drawing, Book No. 42	.15
Applied Arts Drawing, Book No. 43	.15
Applied Arts Drawing, Book No. 44	.15
Applied Arts Drawing, Book No. 45	.20
Applied Arts Drawing, Book No. 46	.20
Applied Arts Drawing, Book No. 47	.20
Applied Arts Drawing, Book No. 48	.20
Webster's Shorter School Dictionary	.54
Webster's Elementary School Dictionary	.81
Webster's Secondary School Dictionary	1.35
Fuller's Constructive Sewing, Book I, (Grades 7 and 8)	.50
Frich's Cooking, Book I	.89
Burton's Bench Work for Grammar Grades	.89

High School

West's Ancient World (Revised Edition,	$1.41
West's Modern World	1.41
Ashley's American History	1.26
Forman's The American Republic	1.02
M. & G. First Course in Physics (Revised)	1.18
M. G. & B. First Course in Laboratory Physics	.47
Andrews' Practical Botany, No Flora	1.11
Andrews' Practical Botany, With Flora	1.33
Davenport's Elements of Zoology	.97
Smallwood's Practical Biology	1.18
Hopkin's Elements of Physical Geography	1.31
Hopkin's Elements of Physical Geography With Manual	1.50
Hopkin's Manual Separate	.51
Freeman's Applied Latin	.93
Walker's Cæsar (4 books)	.87
Johnson & Kingery's Cicero	.87
Knapp's Virgil (6 books)	1.08
Slaught & Lennes' Elementary Algebra	.94
Slaught & Lennes' Intermediate Algebra	.71
Stone & Millis' Plane Geometry	.86
Stone & Millis' Solid Geometry	.80
Stone & Millis' Plane and Solid Geometry	1.27
Brooks' English Composition, Book I	.68
Brook's English Composition, Book II	.90
Hinchman's A History of English Literature	1.25
Metcalf's American Literature	1.05
Fraser & Squair's Shorter French Course	1.04
Wesselhoeft's Elementary German Grammar	.85
Truscott & Smith's Elementary German Composition	.47
Water's Essentials of Agriculture	1.18
A Year in Science	1.21
Manual for A Year in Science	.45
Common Words Commonly Misspelled	.22
Fuller's Constructive Sewing, Book I	.50
Fuller's Constructive Sewing, Book II	.50
Fuller's Constructive Sewing, Book III	.50
Fuller's Constructive Sewing, Book IV	.50
Burton's Bench Work, Table 9	.67
McPherson & Henderson's First Course in Chemistry	1.18
McPherson & Henderson's Laboratory Exercises to accompany First Course in Chemistry	.38
Moore & Miner's Concise Business Arithmetic	.71
Morris' Industrial & Commercial Geography	1.00
K. & C. The Home and the Family	.70
K. & C. Foods and Household Management	1.00
K. & C. Shelter and Clothing	1.00

Supplementary Readers

Below we list the books, and the prices of each, adopted by the State Book Commission for supplementary reading. We feel that these are excellent books and worthy of our commendation.

Riverside Readers

Riverside Primer	$ .30
Riverside First Reader	.35
Riverside Second Reader	.40
Riverside Third Reader	.50
Riverside Fourth Reader	.55
Riverside Fifth Reader	.55
Riverside Sixth Reader	.55
Riverside Seventh Reader	.55
Riverside Eighth Reader	.60

Child's World Readers

Child's World Primer	$ .28
Child's World First Reader	.32
Child's World Second Reader	.36
Child's World Third Reader	.40
Child's World Fourth Reader	.44
Child's World Fifth Reader	.50

Reading Literature Series

Free and Treadwell Primer	$ .32
Free and Treadwell First Reader	.36
Free and Treadwell Second Reader	.40
Free and Treadwell Third Reader	.45
Free and Treadwell Fourth Reader	.50
Free and Treadwell Fifth Reader	.55
Free and Treadwell Sixth Reader	.60
Free and Treadwell Seventh Reader	.60
Free and Treadwell Eighth Reader	.60

Elson Primary School Readers

Elson-Runkel Primer	$ .28
Elson Primary School Reader, Book I	.28
Elson Primary School Reader, Book II	.36
Elson Primary School Reader, Book III	.40
Elson Primary School Reader, Book IV	.40

Art-Literature Readers

Art-Literature Primer	$ .30
Art-Literature, Book I	.30
Art-Literature, Book II	.40
Art-Literature, Book III	.50
Art-Literature, Book IV	.50
Art-Literature, Book V	.50

Foundation History Series

Elson-MacMullan Story of Our Country. Book I (Grade 4)	$ .60
Elson-MacMullan Story of Our Country, Book II (Grade 5)	.64
Elson-MacMullan Story of the Old World (Grade 6)	.68
Makers of American History, Chitwood	.45

Geographic Readers

First Book—Home Geography (Grades 3 and 4)	$ .30
Second Book—Our Occupations (Grades 4 and 5)	.30
Third Book—The Industries of Man (Grades 5 and 6)	.35
Fourth Book—Our Country (Grades 6, 7 and 8)	.35

DEPOSITORIES

The James and Law Company of Clarksburg, W. Va., have the contract with the publishers of the various text books for furnishing the adopted books for the elementary and high schools of the State.

Quotation, last paragraph, Sec. 11, School Law of West Virginia:

"It shall be the duty of each contractor at his own expense to place with responsible dealers, in no fewer than three magisterial districts in each county, at least two weeks before the beginning of school in any district in the county where such books are used, a sufficient number of books to supply the demand. He shall also arrange for the exchange of books at such places, allowing pupils or boards of education an exchange price as liberal as granted on the same books to any city, county, or state in the United States, like conditions prevailing. The exchange privilege shall extend through one entire school year, and the dealer making the exchange shall be allowed by the contractors ten per cent of the cash proceeds of same. Nothing in this act is to be construed as preventing the use of supplementary readers; **provided,** they do not displace the adopted readers, nor the use of more advanced books in such schools as may be ready for the same."

Any dealer who desires to sell the adopted text books should make arrangements with the James and Law Company.

WEST VIRGINIA EDUCATIONAL ASSOCIATION

The West Virginia Educational Association is an organization of teachers and school officials of the whole State.

Annual meetings are held, at which educational matters and policies are discussed. At the Forty-Eighth Annual Meeting, held at Fairmont two years ago, the general topic under discussion was: "Our New School Code and Educational Readjustment."

The topic for the Parkersburg meeting in 1920 was "Democracy in Education."

This year's meeting, which will be held in Huntington November 3-5, marks the fiftieth anniversary of the founding of the organization. The theme will be, "The New Education." Educators of national repute, as well as the best from our own State are on all programs.

The teachers and school officials of West Virginia are requested to become members of the State Association.

WEST VIRGINIA NEGRO TEACHERS' ASSOCIATION

The West Virginia State Teachers' Association is an organization of Negro teachers which meets annually to discuss educational subjects and topics peculiar to Negro schools. This organization will meet at Huntington this year on November 3, 4 and 5.

H. B. 81—THE SALARY LAW

The following table indicates the **minimum salaries** that must be paid in all schools outside of incorporated towns and cities in West Virginia:

Classification	Basic	2nd Year	3d Year	4th Year	5th Year	6–10 Years	10 or more Years
Third grade.....	$ 50	$ 53	.....	.....	.....	.....	.....
Second grade.....	65	68	$ 70	$72.50	$ 75	$ 80	$ 85
First grade.....	85	88	90	92.50	95	100	105
Short course.....	90	93	95	97.50	100	105	110
Normal course....	100	103	105	107.50	110	115	120
College course....	110	113	115	117.50	120	125	130

Districts receiving state supplemental aid must adopt the salary schedule given above.

NOTE—Basic salary is the salary paid teachers for first year's teaching.

The law does not apply to schools in independent districts, incorporated towns and cities, high schools, junior high schools, and to salaries of supervising school officers.

Higher rates of salary may be allowed to teachers of one-room schools, and for teachers who attend approved summer schools or secure Coupons of Credit.

With the exceptions referred to above the salaries throughout a district must be uniform for teachers with the same credentials and experience.

Boards of Education of districts not asking for supplemental state aid may fix higher rates of salary at their discretion, but at least as much difference in basic salaries as is indicated above for training must be allowed; and at least as much addition to the basic salary as is indicated above must be allowed for experience.

HOW TO GET A TEACHER'S CERTIFICATE IN WEST VIRGINIA AFTER 1921

Second and third grade elementary certificates are issued to persons who pass a satisfactory examination in the required subjects. (Examination will be held in each county two or three times each year.)

First grade elementary certificates are issued to persons who have had one year of high school work with nine weeks' work in professional subjects, and who pass the required subjects with an average of 90%. (Section 104, page 48, School Law.)

Satisfactory grades made in **colleges, normal schools** and in **first-class high schools,** may be substituted in lieu of examination in such subjects as may be designated. (Section 110, page 51, School Law.)

First grade normal school certificates are issued to graduates of standard normal schools doing two years of work in advance of a four years' high school course. (Section 104, page 48, School Law.)

Short course normal certificates, valid for three years, are issued to perso s who have graduated in the short normal course of the state normal schools oi in the normal department of the normal training high schools. No person can get this certificate who has not actually completed the course as required in an approved school of West Virginia. (Section 107, page 51, School Law.)

High school certificates are issued to graduates of standard colleges who have twenty semester hours in professional subjects. After 1921, all high school teachers must have a high school certificate. (Section 105, page 50, School Law.)

The state department may issue temporary certificates to graduates of **first class** high schools. (Section 104, page 48, School Law.)

Special certificates may be issued upon examination, or upon completion of such courses of study as may be prescribed by the state board of education. (Section 108, page 51, School Law.)

Any certificate of the first grade issued under the uniform system, and which has been allowed to lapse, may be reinstated, giving the holder the same certificate rights as obtained on the thirtieth day of June following the close of the last term of school taught on such certificate. Such reinstated certificate shall be renewable upon the same conditions as other certificates. (Section 111, page 52, School Law.)

THE READING CIRCLE BOOKS

Every teacher in West Virginia should during the next school year earn at least one coupon of credit. If you cannot go to summer school or take an extension course, you can do the Reading Circle work. You are indebted to your position for at least this amount of professional reading. The names of the books adopted for 1921-22 are as follows:

	Single Copies by Mail	Ten or More Copies Prpd.
I. Theory and Art:		
General Methods of Teaching in the Elementary Schools. Parker Ginn & Company, Columbus	$1.20	$1.00

II.	General Reading:		
	History of the United States, Beard. The Macmillan Co., New York.....	1.60	1.50
	Or Healthy Living, Book II, Winslow. Chas. E Merrill Co., New York.....	1.00	.95
III.	High School:		
	Methods of Teaching in High Schools. Parker Ginn & Company, Columbus.....	1.50	.....

Applicants for the second renewal of first grade certificate and applicants for coupon of credit must take examination on one of the following combinations:

First Combination { General Methods of Teaching in the Elementary Schools, and History of the United States, or Healthy Living, Book II.

Second Combination { General Methods of Teaching in the Elementary Schools, and Methods of Teaching in High Schools.

COUPONS OF CREDIT

The "Coupon of Credit" is a device intended to encourage the recognition of preparation, special effort and good teaching. The Coupon should be considered as a **Certificate of Merit** rather than an order for additional compensation. In this plan it is not intended to remunerate teachers fully for their special activities. Good teachers will do much of this work without extra compensation. The Coupon is given as a small reward for those teachers who are striving to do more than "the law requires!"

How to Get Coupons

(The following is a copy of the form to be used by teachers applying for Coupons.)

Teacher's Application for Coupons of Credit

TO THE STATE SUPERINTENDENT OF SCHOOLS,

Charleston, W. Va.

DEAR SIR:

I hereby certify that I have done the work indicated below and hereby make application for Coupons to which this work entitles me.

This (is, or is not) my first term of school. (Teachers who are teaching their first term of school cannot get Coupons for summer school work.)

.....Name

.....Address

	Number Coupons Applied for	Class and Number of Coupon	Credit for Which Coupon is Requested
		A—	
		B—	
		C—	

I hereby certify that.....is teaching in.....District.....County, West Virginia, and is deserving the Coupons for which application is made above.

.....
Supt. or Secretary Board of Education

Approved:

.....
County Superintendent

CLASSIFICATION OF COUPONS

Coupon A

1. **For Summer School Work.** Credit: One Coupon for each 3 weeks full time work. A teacher must earn 3 semester hours credit for each Coupon.
2. **For School Extension Work.** Credit: One Coupon for each subject carried for 16 weeks for 2 hours per week.

Coupon B

1. **Maintaining an Average Daily Attendance of 95%** for term in rural schools of one, two or three rooms. (Credit: one coupon.)
2. **Organizing a Thrift Club or Savings Bank** with $50.00 deposited. To be recognized only when this work has been organized and directed by individual teacher. (Credit: one coupon.)
3. **Teaching Night Classes** for at least 20 periods of one hour each, when no other compensation is given for this work. (Credit: one coupon.)
4. **Agricultural Club Work.** For organizing and directing a 4-H Agricultural Club. (Credit: one, two or three coupons as recommended by the Agricultural Extension Department of the West Virginia University.) Full details will be given on application to the Agricultural Extension Department of the West Virginia University, Morgantown, W. Va.

5. **Special Merit Coupon.** As a recognition of efficiency and successful work. (Credit: one or two coupons as recommended by the Superintendent, District Supervisor or Board of Education. For special activity or a high degree of efficiency; organization of Boy Scouts, Camp Girls, etc., or other approved work not recognized by other coupons.)

Coupon C

1. **For Reading Circle Work.** (Credit: one coupon.) Applicants for this coupon must enter the Uniform Examination in April, and make a grade of at least 85% on two reading Circle books. The fee is 25 cents. The papers will be graded by the Department of Education.

What is a Coupon?

The Coupon is an order on the Board of Education and is payable out of the Teachers' Fund of the District.

The value of each coupon is one dollar per month for the whole number of months taught.

Important Directions

No teacher can receive more than 4 coupons of any one class and not more than a total of 6 coupons of all classes in any one year.

After the application has been endorsed by the Superintendent or Board of Education it should be presented to the County Superintendent who will forward it to the State Department of Education.

All coupons will be issued by the State Superintendent of Schools and sent to the county superintendents who will then deliver them to the Secretaries of the Boards of Education.

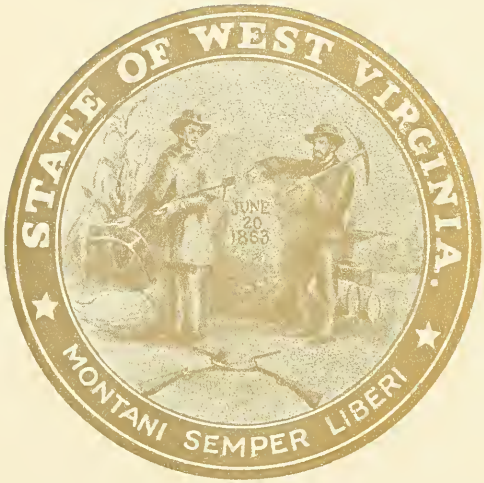
No applications will be received before April the 1st, and after June 30th of any school year.

HEALTH AND SANITATION

Primarily the mission of this article is four-fold:

1. To bring to the teacher a few simple directions for the prevention and spread of diseases in school.
2. To outline symptoms of children's diseases that the teacher or parent may know the first danger signals and be prepared to act.
3. To enlist the aid of teachers in the spreading of health propaganda into every home, and the teaching of health habits to every child in West Virginia.
4. To solicit and earnestly request the co-operation of teachers in a campaign for better schools and a cleaner, healthier state.

The State Department of Health, and the State Department of Education believe it advisable and desirable that there be in all school districts of this state a mutual helpfulness between the local health officers on the one hand and the school directors and teachers on the other; thus, it is believed that more efficient work in health conservation and health betterment may be effected, and as a corr llary, there may be much less loss of school time and an increase



THE GREAT SEAL OF THE STATE

in the mental efficiency of pupils so sure to follow a bettering of their physical development.

To help in this co-operative work by the early recognition of the communicable diseases, is the object of this letter to the teachers of the State.

The most prevalent diseases in the schools are the following, and the diagnoses of the same is given in as simple language as is possible to rightly convey the meaning.

Chickenpox

Period of incubation about twelve days, but may be shorter or longer. Period of invasion very short. A disease of childhood but occ sionally occurring in adults. An eruption in adults simulating chickenpox, should be strongly suggestive of modified smallpox. Some of the milder cases of smallpox resemble chickenpox so closely that the physician, though he may have had experience with these diseases, may sometimes have some difficulty in differentiating them. The eruption consists of clear watery blisters, or vesicles, scattered irregularly over the body. They are almost always more profuse upon the trunk, and on the limbs grading off so that there is not so much upon the hands and wrists and the feet and ankles. The eruption, particularly in children, is often the first thing noticed. The premonitory symptoms are often overlooked as the small red spots preceding the vesicles. The blisters reach their full development in twenty-four or thirty-six hours; but from the first observation to full development the time if often much shorter. Successive crops of vesicles and unequal development of them on the same parts of the body are characteristic. With the appearance of the eruption the body temperature rises, instead of falling somewhat abruptly, as in smallpox.

As there is sometimes a real difficulty in making the diagnosis between chickenpox and smallpox, there should be extreme care to avoid mistakes, particularly when chickenpox is supposed to be found in adults. A patient should be isolated and not sent to school until desquamation is complete. Before the child returns to school the parents should be instructed to carry out a careful disinfection of the infected clothing and bedding using those methods which can be resorted to in the home—washing, boiling and steaming.

Colds, Grip

Common observation of the rapidity with which these affections spread through families, schools or communities and the laboratory investigations into their causes make it plain that they are to be classed among the communicable diseases. Not to observe reasonable precautions against the transmission of these infections from person to person is therefore an irrational attitude. These diseases are spread by the secretions and discharges from the nose and mouth which are plentifully loaded with the infective micro-organisms. They may be "caught" by close association with infectious persons, particularly those who are ill-mannered enough to sneeze or cough with open mouth into the faces of other persons, or in the direction of near-by persons. The infection may also be whisked into the air by handkerchiefs or clothing smeared with the secretions, or may be carried from person to person by cups, tumblers, forks, teaspoons and other articles which have not been scalded after they have been used by

infected persons. Pneumonia and other diseases with high death rates are so often sequels of a "mere cold," that there is urgent need of wide-spread educational work in these directions.

Sore Throat

The present tendency is to consider all sore throats, infectious and communicable. This is certainly a prudent policy when diphtheria is rife, for the reason that the malady may be diphtheritic although no trace of the false membrane can be discovered; or when scarlet fever is about because, in some cases of that disease, the rash does not show itself upon the skin.

Vincent's angina, often with patches of false membrane, very often resembles a mild attack of diphtheria, but sometimes proves to be a very serious disease of the throat and mouth. In follicular tonsilitis, small spots of false membrane appear upon the tonsils. In these two diseases the pain and discomfort is often greater than is present in most cases of diphtheria. Epidemic, or septic sore throat, is often spread rapidly by milk supplies so that serious outbreaks of this disease is the result. It may also be transmitted from person to person.

Diphtheria

Before entering school all children should be inoculated with toxin-antitoxin; if they have not, the teacher should explain to them that it is the latest scientific method for the prevention of diphtheria, and that one dose will make them immune from diphtheria for at least four years, and probably for life.

When diphtheria is even suspected, use antitoxin. Period of incubation, 2 to 7 days, but may be longer or shorter. The distinctive feature of the disease is the false membrane which invades the mucuous membrane, more frequently of the throat. The false membrane appears at first as a whitish patch, or there may be several such spots, which may gradually or rapidly increase in size and coalesce. The condition and appearance of the false membrane as first discovered may remain stationary, or gradually disappear. Occasionally in cases of diphtheria the false membrane is in the nose passages or in other localities where it is not to be seen. When diphtheria is prevalent it is safer to regard all cases of sore throat as diphtheria and to require a reasonable amount of care until they are shown to be non-diphtheritic and non-communicable. "Diphtheritic sore throat" is diphtheria.

The diphtheritic infection is much more dangerous to children than to adults. Adults or even children who have been exposed to the infection very often have the germs of diphtheria growing and multiplying within their throats and are, therefore, dangerous infection-carriers, even when they have no sore throat. Persons who have had plain diphtheria occasionally carry the diphtheria germs in a dangerous form in their throats after complete recovery has apparently occurred. The time when such a person ceases to be infectious should be determined by laboratory examinations, as it is sometimes difficult for the most experienced physician to determine whether a case may or may not be diphtheria.

But this should be remembered: Though a positive report from the laboratory indicates clearly the nature of the disease, a negative report, that is, that the bacillus of diphtheria was not found, should not be interperted as meaning that the trouble is not diphtheria. The diagnosis of the physician from the clinical findings should then stand.

The sick one should be isolated until two negative reports are returned by the laboratory on cultures taken from both the throat and nose, the cultures to be taken not less than twenty-four hours apart. If laboratory help is not available, the isolation should be not less than two weeks.

Exposed children and teachers who have been immunized, or who give a negative Schick reaction, and cultures from whose noses and throats are negative, may return to school. Otherwise they should not return for 7 days. If they remain at their own homes until the case is terminated, they should not be readmitted to school until 7 days after the quarantine has been terminated.

German Measles (Rubella)

This eruptive disease has no relation to measles and scarlet fever with which it is sometimes confounded. Its period of incubation is long, two to three weeks. The eruption appears earlier than in measles, often within twenty-four hours or a shorter time after the first symptoms. It usually shows on the face first and is usually about twenty-four hours in reaching the feet. The rash disappears rapidly so that when it reaches the feet and ankles it is in many cases fading upon the upper parts of the body. Desquamation, if it appears, is very slight. The eruption is not so "blotchy" as that of measles; sometimes resembles that of scarlet fever. The incubation is longer than that of measles and much longer than that of scarlet fever. The period of invasion, shorter than that of measles and usually shorter than that of scarlet fever, catarrhal symptoms slight, not so severe as in measles. Thro t symptoms slight, not so marked a feature as in scarlet fever. Patient should not return to school until at least ten days after the onset of the disease. During the course of this affection the discharges from the nose and throat and the articles soiled by them should be burned or disinfected. A good airing and cleansing may suffice for the terminal disinfection.

Measles

Period of incubation, 8 days on an average, or 12 days to the appearance of the rash. Eruption preceded for about 4 days by catarrhal symptoms like those of a severe cold in the head. Fever falls gradually after the eruption is fully out. Rash usually begins on the face as slightly raise red spots which form crescentic groups, coalescing into patches of irregular outline. Eruption more distinctly "blotchy" than in scarlet fever and a duller red instead of scarlet. Measles is infectious in its earliest stage before the rash has appeared. It is in this stage of prodromal symptoms that the prompt isolation and exclusion from school will be the most effective in preventing the spread of the disease. Though the period of infection after the eruption is out is short, children, from the point of view of their own safety, should have careful and intelligent care in their own homes for two weeks at least and not be returned to school within th t time.

Following attacks of measles there is much danger from serious complications and sequels. From measles and whooping cough the death rate in West Virginia is considerably greater than that from scarlet fever and diphtheria. The most common and the most dreaded complications of measles is in the lungs and air passages, so that a fatal broncho-pneumonia is the frequent termination. Many children are left with serious troubles of the eyes or ears after an attack of measles. There should be the utmost care to safeguard young children, for to them the danger is much greater than in the later years of childhood.

Mumps

In most cases the period of incubation is from 14 to 21 days, but may be much shorter. The distinctive characteristics of the disease are the fever and the swelling and tenderness of the glands just below and in front of the ear. The swelling often extends upon the face or down the neck. The history of a possible infection should be taken into account. The patient should be kept from schools and other public places until the swelling has entirely subsided and for at least one week thereafter. Other children in the family who have had mumps need not be excluded from school if, while at home, they are kept away from the infected ones.

Parasitic Diseases of the Skin

These diseases sometimes cause much trouble in schools, as well as in the home life of children. Ringworm, one of them, consists of round patches, covered with fine scales, and with a slightly raised, reddish ring around it, or as a part of it. Ringworm of the hairy scalp often requires very prolonged treatment before it is cured. Contagious Impetigo is most likely to be found on the face, hands or wrists. Its beginning is simple pimples or postules enlarging until patches are formed covered by brownish or yellowish crusts. From the site of the first patch the infection is carried by the fingers of the child to other parts of the body, particularly to those not covered by the clothing. Itch is caused by the itch mite burrowing beneath the surface of the skin. Children coming from homes not noted for cleanliness and care often become a nuisance to their school mates by bringing and distributing head lice, or body lice. The mitigation of these nuisances is, under the provisions of the school law, the duty of the local superintendents of schools to enforce it.

Scarlet Fever (Scarlatina, Scarlet Rash, Canker Rash)

Period of incubation is 2-7 days, usually 3 or 4 days. The onset of the symptoms is usually sudden. The rash usually appears within 24 hours after the first symptoms (shorter than in measles and smallpox), usually coming out first on the neck and chest, afterward extending to the limbs. The fever does not abate suddenly or soon after the appearance of the eruption,as in measles and smallpox. The eruption consists of a multitude of fine red or scarlet points, the color of which is diffused over the whole surface. Sore throat is almost always an early and prominent symptom. The tongue usually presents a peculiar appearance designated as "strawberry tongue." Cases are infectious as soon as the eruption has appeared, or before and remain so as long as there are any traces of inflamation of the throat or discharges from the throat, nose or ears. The minimum period of isolation of the patient should be 30 days, and exclusion from school a week longer.

During the course of the disease and through convalescence, all discharges from the throat, nose or ears should be received upon pieces of cloth or paper and promptly burned. After the complete recovery of the patient all rooms which have been occupied by him should receive a careful disinfection. The infection may come directly from the patient, or be carried upon the person or in the clothing of those who have not had the disease. Infected clothing,

furniture, rooms, etc., may retain their dangerous qualities unless very careful disinfection is done. Children from 2 to 7 years of age are more likely to take the disease, and when they do, are more endangered by it than persons at other stages of life. After 10 or 12 years of age there is a rapid diminution of susceptibility to the infection of scarlet fever.

Smallpox

Period of incubation 10 to 12 days. Before the eruption appears there is a prodromal stage usually about three days (sometimes a little shorter and sometimes longer) in which there may be such symptoms as chilliness, fever, headache, backache, nausea.

The onset of these symptoms is usually abrupt, and they terminate as abruptly at about the time the eruption begins to come out. The eruption first shows itself as small red spots or specks, and then as pimples or papules, at first on the face and wrists, gradually passing over the body. The papules are changed in about 24 hours into vesicles, some of which, when they are sufficiently developed, show a characteristic depression in the center known as "umbilication." The contents of the vesicles, at first watery, gradually become yellowish and the eruption has then become pustular. In mild, atypical cases of smallpox, modified by vaccination or otherwise, the eruption may abort at various stages. Smallpox is highly communicable but less so in the earlier stages of the eruption. The smallpox patient remains a source of infection until his skin is smooth and cleared of all crusts and careful disinfection is done.

Vaccination not only lightens smallpox, if possibly one takes it some years after vaccination, but when well done and not too remotely, insures almost absolute protection from the disease.

Tuberculosis

Every case of tuberculosis is the result of infection, but there are many contributory causes, such as living and sleeping in unventilated rooms, insufficient or unsuitable food, etc. It is also a preventable disease when the right measures are put into operation early. Tuberculosis almost always begins in insiduous manner, with symptoms which for months may hardly be noticeable, such as pale color; poor appetite; loss in physical endurance; a slight, perhaps hardly noticeable cough, mornings or after meals; temperature as determined by the clinical thermometer a little above normal, especially afternoons and evenings or after undue exercise.

Cases of tuberculosis are, under the provisions of our law, reported direct to the State Department of Health. The presence in a schoolroom of a tuberculous child or teacher who is coughing and raising is a serious danger to all other persons in the room; moreover, as health is of prime value, greater than schooling, the schoolroom is a bad place for the tuberculous child, unless it is an open air or fresh air room where the cure of the child goes hand in hand with mental training.

Whooping Cough

The period of incubation is from 6 to 14 days. The chief source of infection in this disease, as in measles, scarlet fever, mumps and grip, are the secretions and discharges from the nose and throat. In the work of prevention it should be

remembered that this disease, like measles, is particularly communicable in the early catarrhal stage, before the characteristic whoop develops. To control whooping cough it is, therefore, necessary to exclude from the schools and other public places, all exposed children even before the characteristic whoop makes the diagnosis easy, and the keeping of those who have the disease away from other children and this should continue until the whooping has ceased.

Whooping cough, like measles, is particularly dangerous for young children. This is shown by the 452 deaths from whooping cough which have been reported in the last six years.

PUBLICATIONS FOR TEACHERS

The following bulletins and pamphlets are published by the State Department of Education. Write to the State Department of Education, Charleston, W. Va., for any bulletins listed below except the School Law, Directory and Manuals which should be secured from the County Superintendent.

1. School Law.
2. Directory.
3. Manual of Course of Study for High Schools and Junior High Schools.
4. Manual of Course of Study for Elementary Schools.
5. Library Manual for High Schools.
6. Library Manual for Elementary Schools.
7. List of Adopted Text Books for Elementary and High Schools.
8. Syllabus for Bible Study for Credit in High Schools.
9. Requirements and Classification of High Schools and Junior High Schools.
10. Requirements and Classification of Standardized One-Room and Consolidated Schools.
11. Requirements and Plans for School Building.
12. Teacher's Handbook.
13. Certificates—Examination Hand Book.
14. Normal Training in High Schools and Other Institutions.
15. Sanitary Inspection of School Buildings.
16. Rural School Toilets.
17. Industrial Rehabilitation.
18. Vocational Education.
19. Fire Prevention.
20. Biennial Report of State Superintendent.
21. Reports of State Board of Education.
22. High School Report.
23. Consolidation of Schools.
24. Suggestions for Co-relating the Teaching of Thrift with Arithmetic.
25. Manual of Physical Education.

From Other Departments and Sources

1. Bulletins of Department of Health, Charleston, W. Va.
2. Bulletin of W. Va. Tuberculosis Association, Charleston, W. Va.
3. Health Service, U. S. Treasury Department.
4. U. S. Bureau of Education, Washington, D. C.
5. U. S. Department of Agriculture, Washington, D. C.

6. College of Agriculture, Morgantown, W. Va.
7. International Harvester Company.
8. Other Industrial Concerns.
9. Principal Railroad Companies.
10. Chambers of Commerce of Cities.
11. National Societies for Worthy Purposes.
12. Library of Congress, Washington, D. C.
13. Members of Congress.
14. Reports of State Officers and Departments.

QUOTATIONS

Education is a better safeguard of liberty than a standing army.

* * *

Politeness is to do and say
The kindest things in the kindest way.

* * *

For 'tis the mind that makes the body rich;
And as the sun breaks through the darkest clouds,
So honor peereth in the meanest habit.—SHAKESPEARE.

* * *

Let us have faith that right makes might; and in that faith let us dare to do our duty as we understand it.—LINCOLN.

* * *

Whatever is worth doing at all, is worth doing well.—EARL OF CHESTERFIELD.

* * *

Do not squander time, for that is the stuff life is made of.—FRANKLIN.

* * *

Evil communications corrupt good manners.—NEW TESTAMENT.

* * *

The Man who thinks he can't do it, is always more than half way right.

* * *

In vain we call old notions fudge,
And bend our conscience to our dealing;
The Ten Commandments will not budge,
And stealing will continue stealing.—LOWELL.

* * *

Let us then be up and doing,
With a heart for any fate;
Still achieving, still pursuing,
Learn to labor and to wait.—LONGFELLOW.

* * *

Life is not so short but that there is always time enough for courtesy.—EMERSON.

* * *

There's so much bad in the best of us
And so much good in the worst of us,
That it hardly behooves any of us
To talk about the rest of us.

This above all: to thine own self be true,
And it must follow, as the night the day,
Thou canst not then be false to any man.

* * *

The thing to do is hope, not mope:
The thing to do is work, not shirk.

* * *

If you have faith, preach it; if you have doubts, bury them; if you have joy, share it; if you have sorrow, bear it. Find the bright side of things and help others to get sight of it also. This is the only and surest way to be cheerful and happy.

* * *

Howe'er it be, it seems to me
'Tis only noble to be good.
Kind hearts are more than coronets,
And simple faith than Norman blood.—TENNYSON.

* * *

Let us be content to work,
To do the thing we can, and not presume
To fret because it's little.—MRS. BROWNING.

* * *

Our doubts are traitors,
And make us lose the good we oft might win
By fearing to attempt.—SHAKESPEARE.

* * *

Great works are performed not by strength, but by perseverance.—SAMUEL JOHNSON.

* * *

"Whatsoever thy hand findeth to do, do it with thy might."—SOLOMON.

* *

"I went by the field of the slothful * * * and lo! it was grown over with thorns; and nettles had covered the face thereof and the stone wall thereof was broken down!"—PROVERBS.

* * *

Immodest words admit of no defense,
For want of decency is want of sense.—EARL OF ROSCOMMON.

* * *

I count this thing to be grandly true,
That a noble deed is a step toward God—
Lifting the soul from the common sod
To a purer air and a broader view.—HOLLAND.

* * *

Cleanliness of body was ever deemed to proceed from a due reverence of God. —BACON.

* * *

Our grand business undoubtedly is, not to see what lies dimly in the distance, but to do what lies clearly at hand.—CARLISLE.

Her voice was ever soft,
Gentle, and low,—an excellent thing in a woman.—SHAKESPEARE.

* * *

The country school of today will determine the country life of tomorrow.

* * *

He who laughs at other's woes
Finds few friends and many foes.

* * *

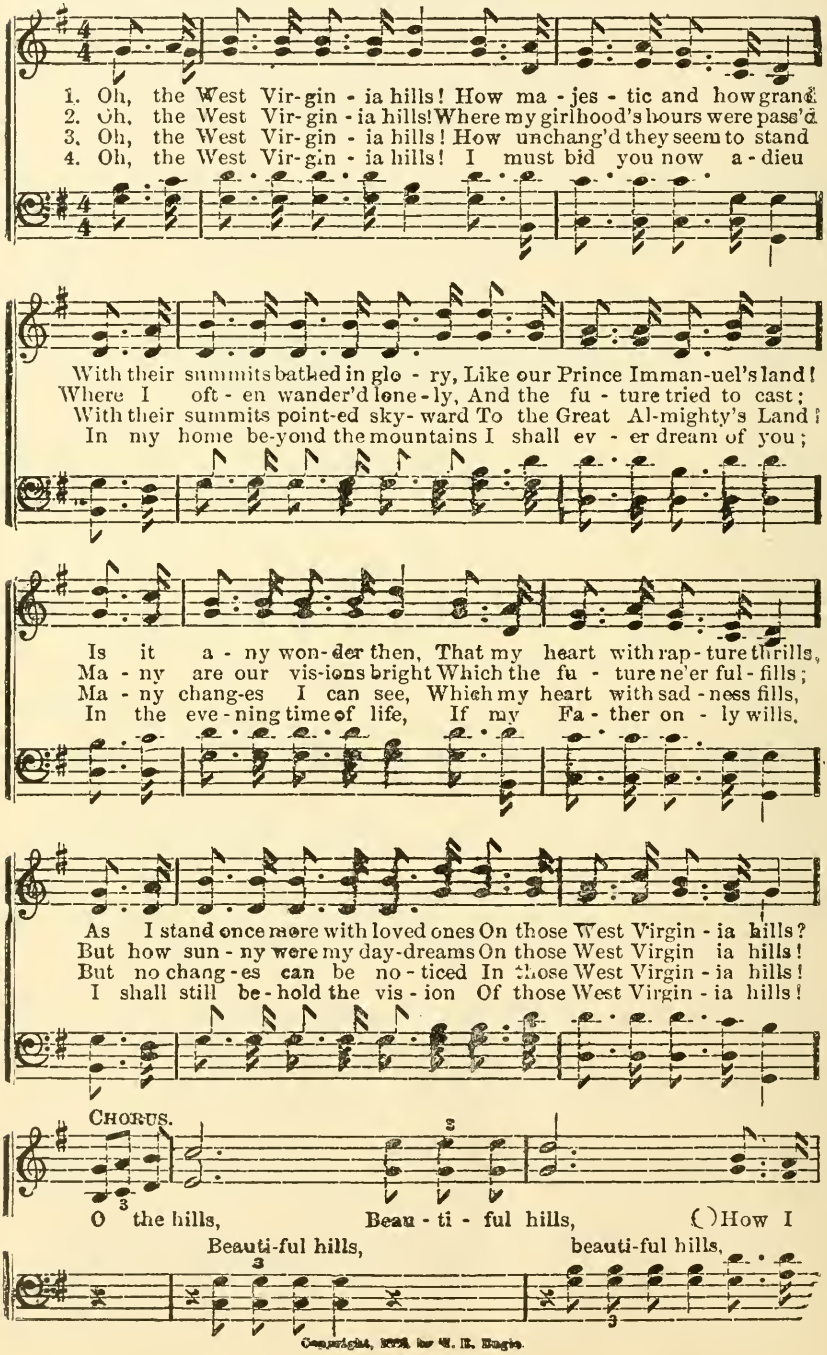
Be strong!
We are not here to play, to dream, to drift.
We have hard work to do and loads to lift.
Shun not the struggle; face it; 'tis God's gift.

Be strong!
It matters not how deep intrenched the wrong,
How hard the battle goes, the day how long;
Faint not—fight on! Tomorrow comes the song.

—MALTBIE D. BABCOCK.

No. 1. THE WEST VIRGINIA HILLS.

Mrs. ELLEN KING. H. E. ENGLE.



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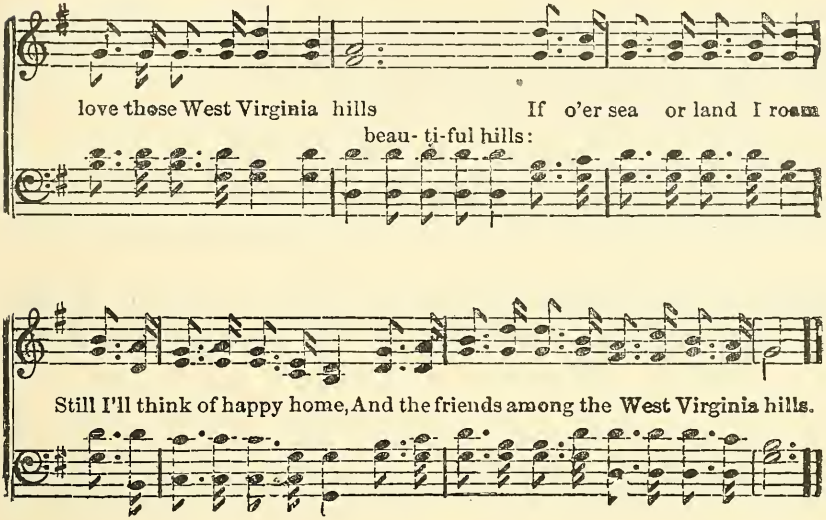
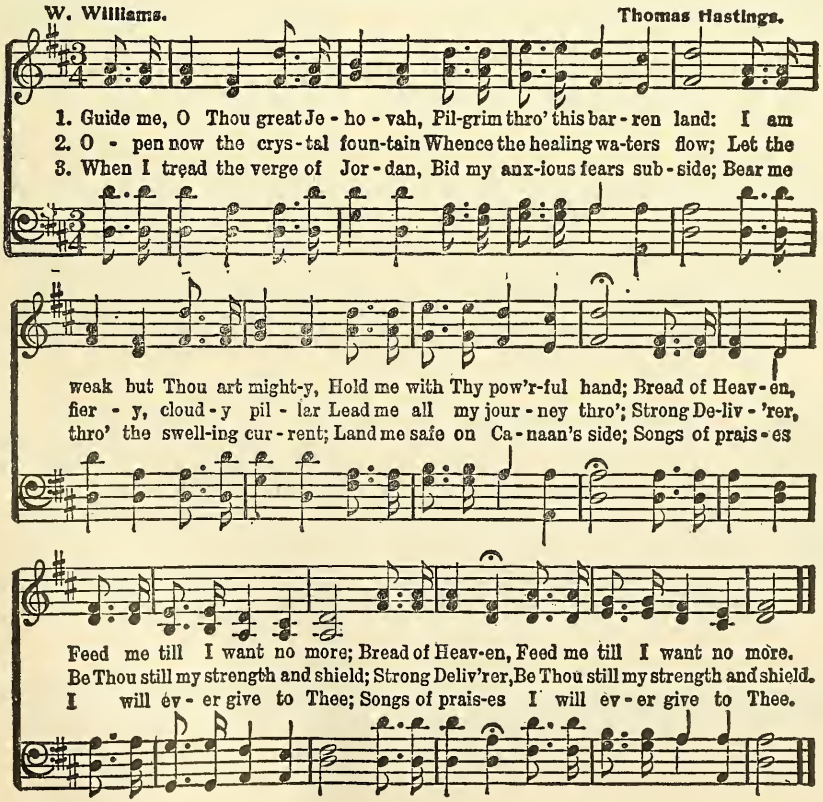


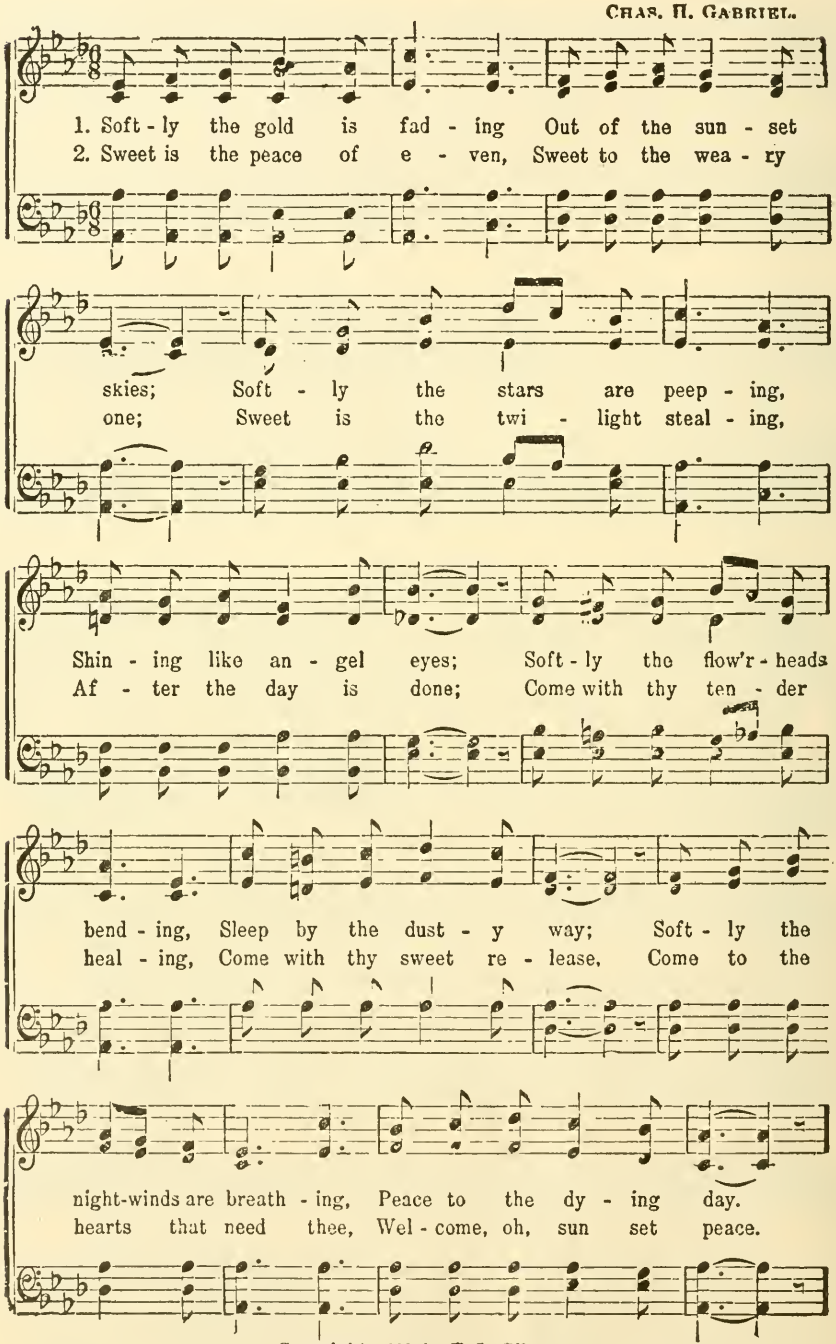
No. 2. Guide Me.

W. Williams. Thomas Hastings.



No. 3. Sunset Peace.

CHAS. H. GABRIEL.



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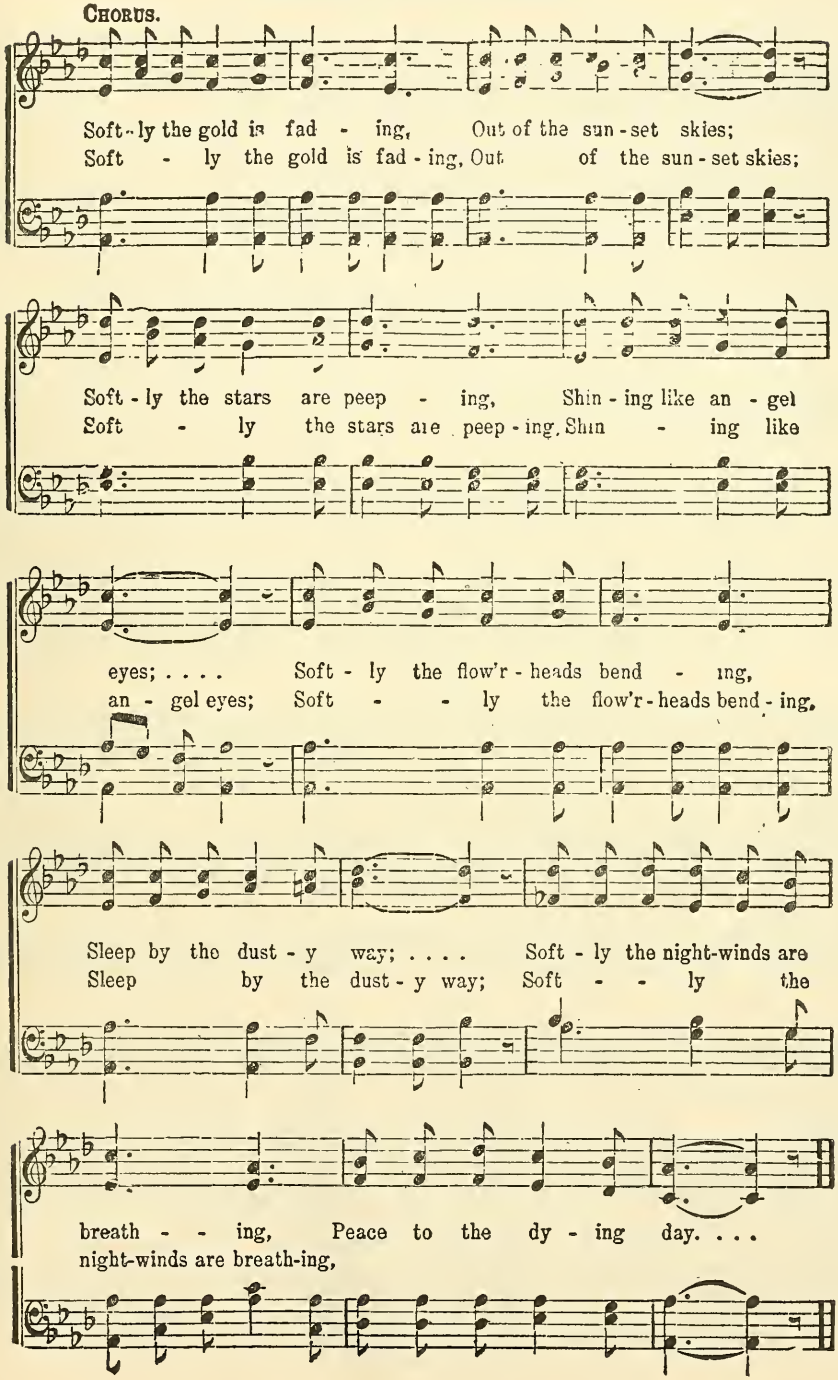
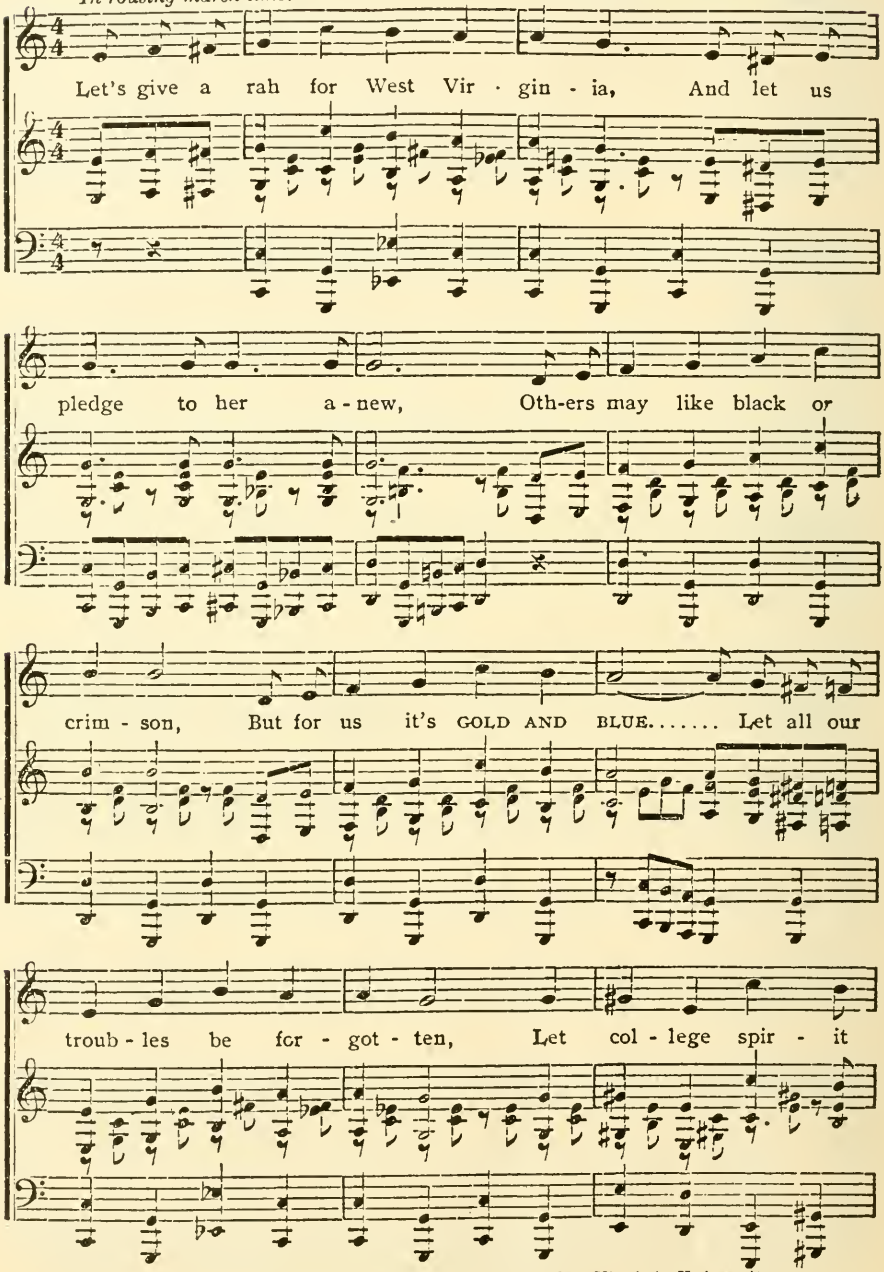


No. 4. Hail West Virginia.

Fred B. Deem. Earl Miller and Ed. McWhorter.

In rousing march time.



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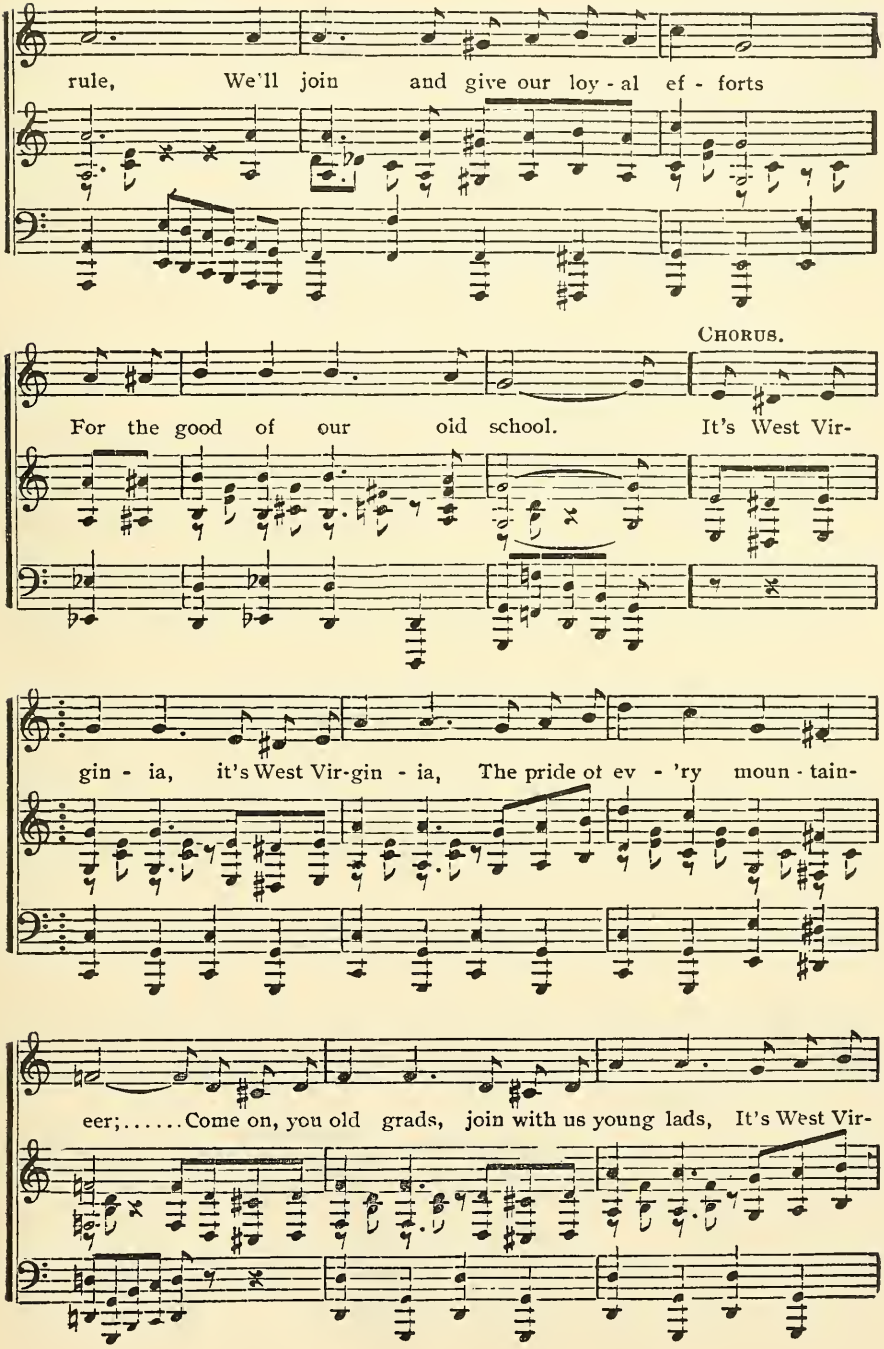
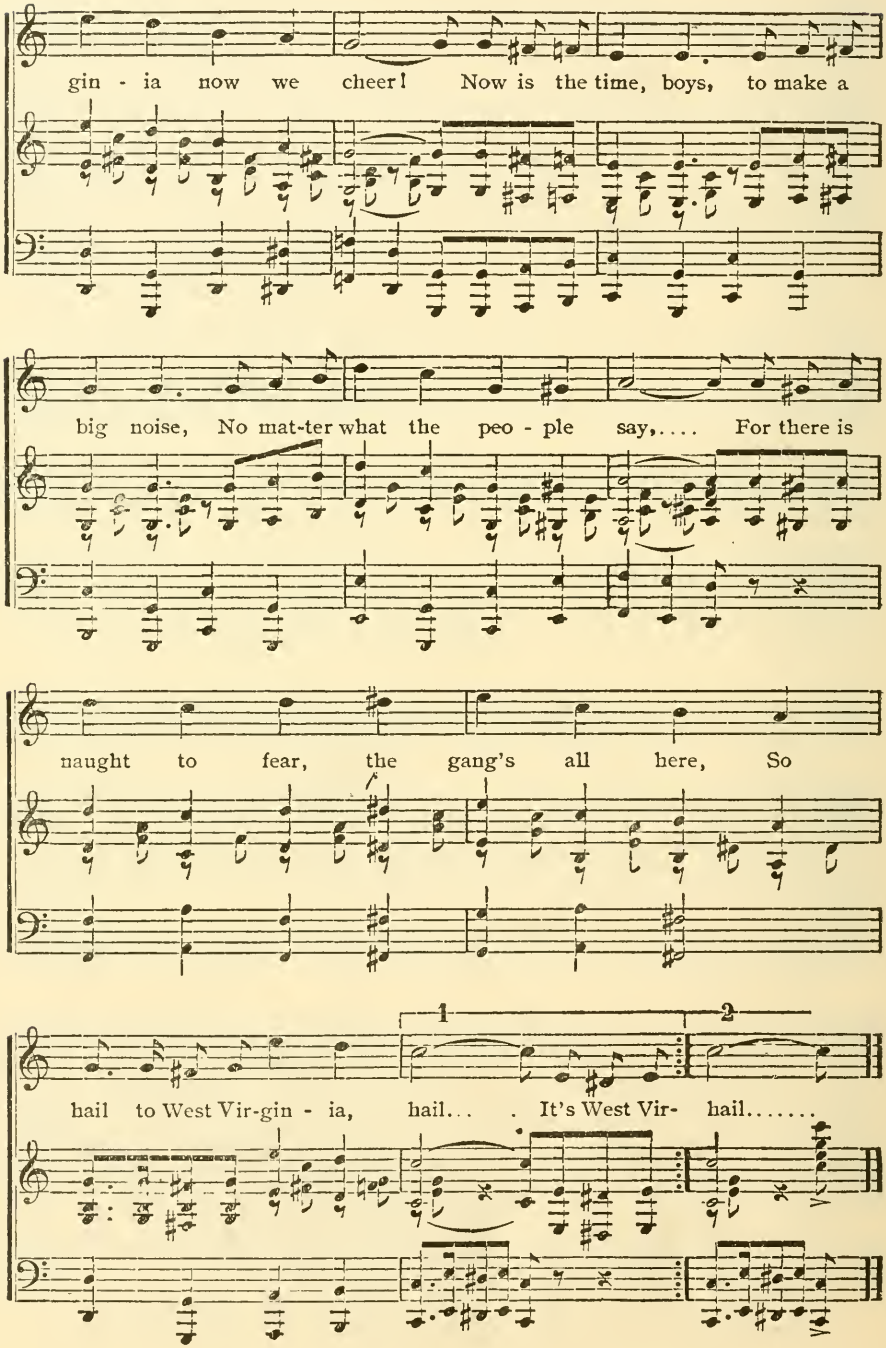


Hail West Virginia. Concluded.



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